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ABSTRACT

The Transfer Alliance Program (TAP), initiated at the University of California at Los Angeles (UCLA) in 1985, involves curriculum articulation efforts with 12 Los Angeles County community colleges. UCLA and the participating colleges maintain a set of mutually determined commitments that require the colleges to establish a formal program structure, offer a core of enriched courses, encourage underrepresented minority student participation, and promote relationships with high schools and between university and community college faculty. The TAP curriculum consists of a core of enriched general education courses in which students engage in extensive writing, reading, and research. To evaluate the effectiveness of TAP, questionnaires were administered to TAP and non-TAP faculty and students, and intensive interviews were conducted with students, administrators, faculty, and counselors. Study findings included the following: (1) TAP faculty showed more concern for the transfer process and engaged in greater experimentation with teaching methods; (2) TAP faculty developed more student-focused classrooms than non-TAP faculty; (3) TAP students demonstrated better class attendance, preparation, and understanding of ideas than non-TAP students; (4) TAP students and faculty reported greater interaction than their non-TAP counterparts; (5) statewide, TAP colleges had higher percentages of students transferring to the University of California than non-TAP colleges; and (6) TAP transfer students had higher grade point averages and persistence rates than non-TAP transfer students at UCLA. Detailed data tables, a 56-item bibliography, and the survey instruments are included. (PAA)

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THE EFFECTS OF THE TRANSFER ALLIANCE PROGRAM ON ITS COLLEGES, FACULTY, AND STUDENTS

Submitted to

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The Ford Foundation

prepared by

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FOREWORD

The success of transfer education in the community colleges is enhanced by inter- and intrainstitutional linkages, institutional commitment, and academic preparation of students. Transfer education success is defined as not only improving the flow of community college students, especially those underrepresented in higher education, into the baccalaureate pipeline but also preparing students for upper-division educational course work. Relationships formed between community colleges, high schools, and senior institutions are vital linkages for establishing an educational ladder that will provide access to a baccalaureate degree for community college students (Kintzer & Wattenbarger, 1985). These linkages are achieved through articulation of courses and advisory groups structured to review the curriculum offered in the colleges. Equally, establishing intrainstitutional linkages between instructional programs (e.g. transfer, preparatory, vocational, etc.) and instructional programs and counseling services (e.g. retention, matriculation, etc.) within community colleges are important steps in forming continuity within the colleges' transfer program. One of the challenges community colleges must face is working effectively with all students in preparing them for further education or employment (Knoell & Associates, 1990). This challenge can be met if an institution structures its programs, especially its transfer programs, in a ways that students receive academic and personal counseling during their time at the college, and that students understand the importance of taking courses for skill building and meeting transfer requirements. The commitment of the institution to its transfer education is important for developing a focus about the transfer process for its staff and students. Along with the intrainstitutional linkages, this focus provides a context for college staff and students to understand the transfer process, and for students to develop short- and long-term goals in regards to their educational plans. Likewise, community colleges courses designated as transfer courses must prepare students for the challenges that they will face at the university. These courses must prepare the students in writing, reading, and research - - the crucial elements for survival in upper-division course work.

This report examines the components of the transfer education model developed by the University of California, Los Angeles and local community colleges. The model, known as the Transfer Alliance Program (TAP), is a collaborative effort focusing on articulation of courses, counseling, and course preparation. The issues discussed in this report are viewed from two perspectives, the institutional level and the teaching and learning function. Issues examined at the institutional level were access for minority students, institutional commitment to transfer education, and the development of interinstitutional and intrainstitutional linkages. Issues regarding the teaching and learning function centered on the cognitive and affective development of the students involved with the TAP.

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April, 1991

The Effects of the Transfer Alliance Program on Its Colleges, Students, and Faculty

Executive Summary

Background

The state of California Master Plan for Higher Education promotes the transfer function between two- and four-year public institutions as an educational pipeline for students seeking a baccalaureate degree. The concept was formalized in the Master Plan, originally legislated in 1960 and updated in 1988. In the early 1980's, the University of California in general, and UCLA in particular, sought means to promote effective transfer to the University and retention and academic success after transfer with particular attention to ethnic minority students. The Transfer Alliance Program (TAP), initiated at UCLA in 1985, emphasizes development of an enriched academic curriculum with faculty leadership, support of the academic senate, and linkages with student services, particularly academic counseling.

The TAP, with its emphasis on the faculty role in transfer and the enrichment of the academic curriculum, seeks to influence public acceptance of the community college as a transfer institution, curriculum enhancement, increased quality of effort by students, increased academic rigor in the classroom in addition to access, retention and academic success after transfer.

Twelve colleges in Los Angeles County were selected to participate in TAP. They are largely urban colleges with more than 20% ethnic minority students. All of the colleges and the university participated in the study with four colleges examined in depth. The research design involved a case study of the program with embedded units of analysis. Extensive surveys were conducted of faculty and students plus intensive interviews of students at the community college and UCLA, administrators, faculty and counselors.

Research Questions

The research questions informing this study were: (1) How did the interinstitutional nature of the program influence the colleges? (2) How did the TAP influence the curriculum, teaching styles, and interaction among students, faculty and college staff? (3) How did the TAP enhance student access, persistence and achievement at the four-year institution, particularly ethnic minority students?

I. Influence of the TAP on participating community colleges:

Evidence indicates that TAP requires sufficient resources to become an effective unit in the community college. Essential elements are reassigned time for the faculty director and program counselor, budget, site, and clerical support. Linkage to other college programs and activities such as a transfer center and outreach activities are also important in achieving program goals.

An important outcome of the TAP is increased faculty participation and concern for the transfer process as well as a laboratory-like atmosphere that promotes experimentation with teaching methods. Also, students completing the program acquire cognitive skills, attitudes and behaviors for success after transfer to the university. Students have a more realistic assessment of their abilities and academic preparation for university work.

The community colleges are faced with the question of whether the program outcomes justify the resources necessary, a serious question in a time of constricted resources and multiple demands from other programs and activities also important at the community college. On the positive side, an effective TAP appears to reverse the public attitude that community colleges are low-status institutions. The endorsement of the program by the university and the assurance of transfer admission to successful program completers is seen as very positive by potential students and their parents. The colleges more committed to their TAP currently have more than sufficient numbers of students to enroll in the TAP and the number of TAP transfers has been increasing steadily.

2. Influence of TAP on the curriculum, teaching styles, and interaction among students, faculty, and college staff:

TAP faculty emphasize the writing, research and reading components of the curriculum and develop a more student-focused classroom than nonTAP faculty. Students demonstrated better class attendance and preparation and greater understanding of ideas, philosophies and cultures different from their own. TAP faculty clearly expected better performance because they believe these students to be more capable. Smaller class size and student focus on transfer were cited as additional support for enriched curricula.

NonTAP faculty also reported using academically rigorous teaching methods, but students in nonTAP classes tended not to concur with this conclusion. NonTAP students found themselves less prepared for UCLA.

Both TAP students and faculty reported greater interaction. A higher level of interaction seemed to validate the student's interest in transfer and the learning process. The combined effects of the program's curriculum, activities and interactions with faculty developed a "political capacity" within students, that is, an understanding for how the academic system works and a self-confidence in how to manipulate the system to work on their behalf. In addition, TAP students reported a stronger goal focus; they were motivated to maintain greater academic effort and the momentum to achieve successful transfer.

3. Influence of TAP on student access, persistence and achievement at the four-year institution particularly regarding ethnic minority students.

The TAP colleges, compared to all California community colleges, had higher percentages of students transferring to the University of California since the implementation of the TAP. There is evidence that the TAP has been one of the major influences. Within the TAP there has been a 15% increase since 1988 of students transferring to UCLA. Consistent with stateside transfer patterns, the majority of transfers were Anglo or Asian-Americans. The number of African-American and Chicano/Latino transfers has increased while their percentage of transfers remained at 12%. Further study is needed to determine if heavy recruitment of eligible minority high school graduates directly into four-year colleges can be balanced with other recruitment measures at the community college.

An analysis of a matched sample of TAP and nonTAP transfer students to UCLA indicates that TAP students maintained a significantly higher UCLA grade point average and persist at a higher rate.

Recommendations

Involve faculty, counselors and transfer-related program staff to improve student tracking systems and to develop assessment data to determine the level of student success. Using TAP as a model, instructional transfer programs should stress writing, reading and research in all courses and promote a sense of students' political understanding of how to negotiate their way through academe. Students should be helped to build their short- and long-term goals regarding transfer and a career that requires at least a baccalaureate degree. Student progress should be monitored with respect to completing courses meeting transfer requirements. These TAP-like efforts are particularly important for ethnic minority students to encourage transfer and future careers. Formal academic linkages with high schools and preparatory programs should be strengthened to promote and/or enhance the colleges' transfer function by identifying and recruiting high potential students.

CHAPTER ONE

Background of the Study: The California System

The transfer function between community colleges and universities provides an educational pipeline for students seeking a baccalaureate degree. For public higher education institutions this pipeline is guided by implicit or explicit state policies and by both formal and informal agreements between educational institutions (Bender, 1990; Kintzer, 1989; Knoell, 1990). Interinstitutional linkages between two- and four-year colleges have been studied from policy and structural perspectives (e.g. the types and kinds of arrangements that exist within states and between institutions) (Anderson, 1987; Minicucci, Berman, & Weiler, 1989; Richardson & Bender, 1986; Turner, 1988, 1989). Findings from linkage studies show that enhanced relationships between community colleges and senior institutions do indeed facilitate the flow of community college students into universities.

The transfer context for moving students from community colleges to senior institutions in California is set by the Master Plan for Higher Education, originally legislated in 1960 and reformulated in 1988. The eligibility pool for senior institution attendance is determined by state policy. Of the high school graduating class, the top twelve and one-half percent are eligible for the University of California (UC) and the top one third is eligible for the California State University (CSU). During the recent revision of the Master Plan, the community colleges lobbied for guaranteed access to public universities for students matriculating at one of the 107 community colleges. As a result, the UC and CSU campuses agreed to strive toward a 40 percent total lower-division undergraduate enrollment thereby increasing the number of upper-division seats that would be available to community college transfers.

Additionally, some regional programs initiated by UC campuses and nearby community colleges began to take shape between 1983 and 1986, when the community college transfer function was under close scrutiny by the California Legislature. The parameters of the programs, in terms of numbers of students who could be accommodated, followed the level of competitiveness for access at the UC campuses. The UC Davis program, for example, is defined by academic counseling and contracts directly with community college students. The contract guarantees admission to a student if she/he satisfactorily completes eligibility requirements as specified in the agreement (Howard, 1990). The Transfer Alliance Program (TAP), initiated by the University of California at

Los Angeles (UCLA), emphasizes an enriched academic curriculum linked with academic counseling. A community college student satisfactorily completing the TAP courses, the general education requirements and major preparations with a "B" average is given priority consideration for admission to UCLA. As opposed to contracts with students, the UCLA program contracts with the community college as a whole with a set of joint institutional commitments.

In this report we examine the formal linkage developed between UCLA and 12 community colleges participating in the TAP. Specifically, this report describes the effects of UCLA's TAP on its participating colleges, the transfer curriculum, the academic faculty, and the students at the community colleges and after transfer to UCLA.

Background and Structure of the UCLA TAP

In the early 1980's, assessment of the persistence and academic achievement of students transferring to UCLA from nearby community colleges indicated that the attrition rates and academic performance for junior-level transfers were lower than that of students beginning UCLA as freshmen (Kissler, Lara & Cardinal, 1981). Upon further examination of the students through record analysis, surveys, and interviews, certain factors were found to be positively correlated with transfer students who persisted and achieved at high levels. In part, findings from this study served as the impetus and guide for most of the structure and goals of the TAP.

Another set of guiding factors resulted from a series of interviews conducted by the UCLA Center for Academic Interinstitutional Programs (CAIP), the campus unit responsible for administrating academic programs with schools and community colleges. During visits to community colleges, administrators, faculty, and counselors were interviewed. The consensus from the community college representatives was that the colleges suffered from a lack of prestige, especially with high school counselors and college-bound students; the curriculum had become primarily a freshman-year program in part because students transferred before completing sophomore-level work; the rigor of the classes had become centered on a less prepared student; and the articulation agreements between the community colleges and senior institutions were more confusing than helpful. Unlike high school applicants to the UC System, community college students are not given extra grade points for more rigorous classes. Equally important, it was determined that the community college faculty needed to have ownership of the transfer function in a structured way to reinforce the academic core of lower-division preparation. Otherwise, the transfer curriculum would run the risk of degenerating into a collection of courses rather than being a coherent program that could maintain high academic standards. These concerns became the underpinnings of the TAP structure.

The TAP, initiated in 1985, is housed in the Graduate School of Education and affiliated with the College of Letters and Sciences and Undergraduate Admissions and Relations With Schools at UCLA. The program formalizes academic ties between UCLA and community colleges to strengthen the transfer function and the faculty role in the transfer process and to increase student retention and student ethnic diversity. To achieve these ends, TAP goals are aimed at improving student academic preparation, reinforcing the role of faculty and transfer advisors, and developing a link between university and community college faculty.

Presently, the TAP includes 12 community colleges. At each college and at UCLA the TAP is guided by a set of commitments designed and met by UCLA and the colleges (see Appendix A). Such commitments require the colleges to establish a formal program structure, offer a core of enriched courses, encourage underrepresented minority student participation, and promote relationships with high schools and between university and community college faculty.

The TAP at each college is headed by a faculty director and is supported by a team of faculty, a senior administrator, and a counselor. The 12 faculty directors and TAP counselors meet regularly with UCLA counterparts to discuss program policy and practice. All interested community college faculty, including faculty teaching in the program, are informed of meetings and seminars within their disciplines that include university faculty. Participation in the meetings is voluntary and open to both TAP and nonTAP faculty.

The TAP curriculum consists of a core of enriched general education courses which require students to engage in writing, reading, and research which is more extensive than that offered in general transfer courses. Each TAP course is limited to 25 students to enhance the interaction between faculty and students and among the students. The core of TAP courses offered at the community colleges is determined by the institutions. All TAP colleges offer two transferable English courses, and most colleges include enriched courses in psychology, anthropology, western civilization, and biology. Students in the TAP are expected to complete the core curriculum in addition to a set of courses meeting general education transfer and preparation for major requirements. TAP students are required to maintain a 3.0 GPA while in the TAP.

TAP students are recruited in three ways. First, a student not admitted to UCLA as a freshman receives a letter from the UCLA Undergraduate Admissions Office informing her/him of the TAP opportunity at a participating community college. Second, a student achieving a 3.0 GPA or better during her/his first community college semester, having a desire to transfer, and completing or eligible for collegiate-level English composition, is encouraged by faculty and counselors to join the TAP program. Third, the colleges and UCLA present the TAP option to high school students at college night programs and during special presentations to encourage all students to consider the community college as an entry to postsecondary education. Outreach to targeted populations, such as minority students, is carried out through visits to clubs and organizations and by direct mail invitation. Students completing the TAP curriculum and the required set of transferable courses with a 3.0 GPA or better are given priority consideration for admission at the junior level to UCLA's College of Letters and Science.

Since Fall 1987, over 400 students have completed the TAP, and as of Spring 1990, 324 have transferred to UCLA. A preliminary analysis of the Fall 1988 transfer cohort to UCLA reveals that TAP transfer students maintain a higher GPA at UCLA and persist at higher rates into their second year than nonTAP transfers from the TAP colleges. These findings suggest that the TAP is improving student persistence and achievement although TAP is not the only factor.

Philosophy Underlying the Structure of the TAP

A set of commitments (See Appendix A) was constructed between UCLA and community colleges. The colleges were selected because of their commitment to curricular innovation and transfer. The ultimate goal was to ensure student success. Therefore, the commitments were structured so that students completing the TAP and transferring to a university would be successful at obtaining a baccalaureate degree in a timely fashion.

The commitments are divided into three categories. UCLA is responsible for interinstitutional linkages, academic support, student recruitment (in part), and student support. Community colleges promise to provide structure and administrative support for the program, maintain academic standards, recruit students, and offer student support services. The emphasis within the commitments is a collaboration between the university and colleges in setting an agenda and establishing a program that meets student, faculty, and institutional needs.

Since UCLA is recognized as a prestigious research university, the colleges perceived that an affiliation with UCLA would improve their image as transfer institutions and consequently would bolster their transfer function in several ways. First, they would increase their potential transfer student pool by attracting students who would not otherwise have attended a community college but would have planned to transfer from a four-year institution to UCLA. Second, eligible high school graduates who were denied admission by UCLA would be encouraged to matriculate at the community college to have priority access to UCLA. Third, community college and university faculty connections would enhance course delivery at the colleges and, in time, might encourage college faculty to pursue additional course work at the university. Fourth, the program would provide a college-within-a-college atmosphere that would make transfer a common goal among a core of students and, fifth, would improve transfer rates for ethnic minority students.

More specifically, the TAP classes were designed to enhance the student's learning experience. Critical to preparing students for university competition is encouraging them to write, read and synthesize information. The writing and reading components of the TAP curriculum emphasize critical assessment of information. Research that includes report writing requiring library research is highlighted as further developing a student's analytical capacity. Much of the TAP course structure was modeled after the honors programs for community colleges promoted by the National Collegiate Honors Council (Bentley-Baker, et.al., 1983). In this way class size is kept small so that course content is discussed and debated. Moreover, the class size encourages a seminar approach to teaching, whereby students develop their abilities by presenting their ideas orally and are more exposed to academic reasoning through instructor contact and attention.

Overall, the philosophies guiding the TAP's structure and function were conceived to enhance program institutionalization, stabilization, and creation of an impact on the teaching and learning function in the community college.

Purpose of the Study

This investigation assessed the effects of the TAP on its participating community colleges and on the students who are or have been enrolled in the program. The general research questions guiding this study were: How does the interinstitutional nature of the program influence the college? How has the TAP influenced the curriculum, teaching styles, and the interactive climate between students and college staff? How has the TAP enhanced transfer student access, learning, and likelihood of success (e.g., persistence and academic achievement) with an emphasis on minority students.

Design of the Study

The design of this study was based on Yin's (1989) approach to qualitative research, which incorporates five major components of a research design: study questions; hypotheses; units of analysis; logic linking the data to the hypotheses; and criteria for interpreting the findings. Each of these components is addressed here and in subsequent sections of this chapter. Overall, data collection and analysis were guided by a case study protocol which included the conceptual framework, assumptions about the effects of the TAP, and research questions (see Appendix B for detailed methodology).

The design involved a case study of the TAP program with embedded units of analysis. The primary analysis unit was the TAP program: how students were recruited; the extent to which the student pool reflected an ethnically diverse group; and the effects the TAP had on the institution, curriculum, and interactive processes between faculty and students. The embedded units of analysis involved: (1) the community college - how it had changed through its association with the TAP; (2) the college's administration - how they supported the TAP; (3) the faculty - how their teaching and attitudes about the transfer function had been influenced by the association with the TAP; and (4) the students - the effects the TAP had on their learning and socialization processes.

The Sample

Eleven of the TAP colleges are urban colleges in Los Angeles County with enrollments of 8,000 plus students and with more than 20 percent minority enrollees. The twelfth college is located at the edge of urban Los Angeles and has a predominantly nonminority student enrollment. Of the 12 colleges, six are part of the Los Angeles Community College District (LACCD), while the remaining are single college districts.

The colleges in the survey samples (students and faculty) included ten TAP colleges. The two TAP colleges excluded from the sample had not participated in the initial phase of this study, which began in 1989. Faculty and students at eight colleges were surveyed. Four of the eight colleges in the survey samples were selected as sites for intensive interviewing of administrators, faculty, and students. Each of the four colleges is an urban institution with an enrollment of 20 percent or more students from populations underrepresented in higher education. Two of these colleges are part of the LACCD and two are single district colleges. These colleges were selected because they are representative of the colleges in the TAP.

Study Activities

The original study design (1988-89) was based on a longitudinal survey analysis of the spring 1989 student cohort who intended to transfer to UCLA. Data about that cohort and the Fall 1988 UCLA transfers were assessed in Fall 1989. It was decided in January 1990 that the study design needed a qualitative emphasis and that information obtained during the 1988 and 1989 periods would be integrated into the final report. The redesigned study provided a broader perspective of the issues pertaining to how the TAP affects student access and success (i.e. persistence and achievement). Table 1 provides a chronology of the 1990 qualitative study activities.

Table 1. How the study was conducted and its activities.

Dates	Activity
January - March 1990	Development of case study protocol consisting of research questions and data sources.
April 1990	Development of faculty surveys.
May 1990	Distribution of faculty surveys to eight colleges.

(continued on next page)

Table 1. How the study was conducted and its activities. (continued)

Dates	Activity
June - August 1990	Interviews with key informants at four colleges (24 interviews total). Collection of descriptive data on the 12 TAP colleges. Compiling of responses from faculty surveys.
August 1990	Initial analysis of faculty surveys and further analysis of student surveys. Development of student background and institutional enrollment surveys.
September 1990	Distribution of student background surveys. Transcription of key informant interviews.
October 1990 - January 1991	Final analysis of all surveys (i.e. faculty, student background, and institutional enrollment). Interviewing of students at the colleges and those who transfer to UCLA. Analysis of student and key informant interviews.
December 1990 - April 1991	Writing of the report.

The Conceptual Framework

As described earlier, the operations of the TAP are guided by a set of commitments that involve the colleges in many different aspects of the transfer process. These aspects can be viewed from a macro or institutional level and from a micro or teaching and learning perspective. The conceptual framework of this study was designed to address these two views of the TAP and the influence of the TAP commitments.

The first view involved a macro level perspective of how the commitments were met by the colleges and the overall effects of the TAP on the colleges. Although the commitments call for a fairly uniform compliance of the TAP colleges, each college being unique in its structure and function was believed to have institutionalized the TAP differently. Because of college uniqueness based on organizational structure and available resources (e.g. financial, human, etc.), it was hypothesized that each college varied in its degree of support of the TAP and how it operated the program. Also, since TAP commitments required curriculum changes, and faculty teaching TAP courses would be teaching nonTAP courses as well, it was believed that the TAP would have a positive influence on the transfer curriculum overall. In this sense, the presence of the TAP had brought about or was influencing the amount of writing, reading, and research in the transfer curriculum. Equally important, it was believed that through the colleges' affiliation with UCLA, the TAP colleges were viewed as transfer institutions and were enrolling students they normally would not attract. And last, the commitments, focusing on creating ethnically diverse student pools, had motivated the colleges to vigorously recruit minority students for the program.

The second view of the TAP addressed the influences the program had on the teaching and learning function within the transfer courses. Since the inter- and intrainstitutional TAP commitments provided the impetus for change in the curricular and socialization arenas, they were considered the independent variables. It was hypothesized that the curricular and socialization activities resulting from the influence of these commitments would directly and indirectly impact the quality of student effort expended in academic activities and the level of persistence and achievement once the student has transferred. Thus, the curricular and socialization characteristics of the TAP were considered the mediating variables between the independent variables (e.g. the commitments) and the dependent variables (e.g. pool of students, student quality of effort, and student persistence and achievement).

The Variables

Operational definitions of the variables that were analyzed are:

Dependent Variables

Institutionalization: the ability of a college to incorporate a function or activity into its system. The components supporting institutionalization are resources (i.e. human, physical, and fiscal) and the linkages with other courses and activities (DiMaggio, 1988; Zucker, 1983, 1988).

Persistence: the TAP students' persistence rate at UCLA (Kissler, et. al., 1981).

Pool of Students: how students are recruited for the TAP and whether the pool of TAP students is representative of the colleges' ethnic enrollment and/or the student transfer pool of the colleges (TAP Commitments, 1989)(See Appendix A).

Quality of Effort: the extent to which the student becomes involved in her/his learning, measured by participation in class; interactions with the faculty; writing activities; student acquaintances; library activities; experiences with counselors; and effort exerted to learn about transfer requirements (Pace, 1988).

Student Academic Achievement: transfer students' resultant GPA after the third term at UCLA. (Kissler, et. al., 1981; Richardson & Doucette, 1980).

Independent Variables

Intrainstitutional Commitments: the TAP goals and activities focusing on administrative support, program standards, student recruitment, and student services (TAP Commitments, 1989) (see Appendix A).

Interinstitutional Commitments: the TAP activities centering on community college and university faculty meetings, transfer curriculum development and articulation, and enhancement of the community college's image as a transfer institution (TAP Commitments, 1989) (see Appendix A).

Mediating Variables

Curriculum Rigor: breadth and depth of curriculum (Cohen & Brawer, 1987).

Curriculum Delivery: the way the curriculum is taught in the classroom and tested (e.g. delivery - discussion emphasis, group projects, etc., and testing - objective tests versus essay tests, etc.) (Cohen & Brawer, 1987).

Socialization: the learning process through which the individual acquires the knowledge, skills, values, and attitudes about the academic process (Bragg, 1976).

Other Variables Relating to Mediating or Outcome Variables

Affective Capacity Development: ability of the student to undergo self-discovery, develop values and beliefs, and build tolerances of diverse ideas (Bowen, 1977).

Attitudes: student, faculty, and others' feelings about each other as they relate to learning and motivation (Cohen, et.al., 1985; Rendon, et.al., 1988).

Cognitive Capacity Development: ability of the student to develop areas of skills, knowledge, and intellectual tolerance (Bowen, 1977).

Ethnic diversity: refers to the shares of ethnic students in the TAP representing the college's ethnic enrollment. Ethnic categories used in this study are defined by the State of California as Anglo (white nonHispanic Caucasians; Asian American (Asian groups and Pacific Islanders); African American (black); Latino, Chicano (Hispanic) and American Indian. (CPEC, prior to 1990 and IPEDS [formerly HEGIS] codes Department of Education).

Perceptions: the views that faculty have about programs, teaching, and students, and the views that students have about their learning and socialization processes (Cohen, et.al., 1985; Richardson & Bender, 1986; Rendon et. al., 1988).

Political Capacity Development: ability of the student to develop a knowledge of how a system operates and to understand how the student fits into the system (Synder, 1970; Bergenhenegouwen, 1987).

Satisfaction with the College Experience: how students perceive their relationships with other students and faculty (Pace, 1988).

Research Questions

From the conceptual framework presented earlier, the following research questions were derived. The research questions pursued are arrayed in six groups focusing on recruitment; interinstitutional effects; program support; curricular changes; faculty attitudes, perceptions, and behaviors; student characteristics and gains; and student success as measured by persistence and academic achievement.

Recruitment

1. How are students recruited for the TAP?
2. What types of students have been attracted to the TAP?
3. How successful were the colleges' recruitment efforts in duplicating the ethnic demographics of their college credit enrollments in the TAP?
4. To what extent are minority students encouraged to enter the TAP?

Interinstitutional Effects

1. To what extent has the association with UCLA through the TAP increased the number of students transferring to universities?
2. What specific impact has the TAP had on student enrollment, on the college's image as a transfer institution, and on the overall transfer function?
3. What specific impacts has the TAP had on faculty development or enrichment?

Program Support

1. How do the administration and faculty support the TAP informally and formally at each college?
2. To what extent do the college president and TAP administrator support the TAP?
3. What is the faculty director's role?
4. To what extent do faculty support the TAP?
5. Is there a faculty advisory group and what is its role?
6. What resources are dedicated to the program and how are they allocated?
7. Is the program formally and systematically assessed and evaluated?

Curricular Changes

1. How have the community college transfer curricula changed as a result of the TAP implementation?
2. How have the TAP courses been changed to meet the program commitments?
3. How are the TAP courses taught differently than the nonTAP transfer courses?

Faculty Attitudes, Perceptions, and Behaviors

1. How has the TAP influenced faculty attitudes and perceptions about the transfer function?
2. How do faculty perceive their college dealing with the transfer function?
3. How has the TAP influenced the interactive climate between faculty and students?
4. How has the TAP influenced faculty in the way they teach?
5. Do faculty view the TAP as a beneficial program?
6. Do faculty view the TAP as a beneficial program for minority students?

Student Characteristics, Gains, and Quality of Effort

1. To what extent are the characteristics of the TAP and nonTAP students different?
2. Do faculty perceive differences between the TAP and nonTAP students?
3. Are learning experiences different for the TAP and nonTAP students?
4. Are socialization experiences different for the TAP and nonTAP students?
5. Why do students choose to enter the TAP?
6. How satisfied are the TAP students with their college experience?
7. To what extent is the quality of effort different for the TAP and nonTAP students?
8. How does the quality of effort differ for the TAP and nonTAP students based on their college GPA?

Transfer Students' Characteristics, Choices, and Successes

1. What types of senior institutions do the TAP students transfer to and why?
2. Do the demographics differ for the TAP and nonTAP transfer students?
3. Are achievement levels different for the TAP and nonTAP transfer students?
4. Do TAP transfers persist longer than the nonTAP transfers?
5. What factors seem to account for the success (i.e. higher GPA and longer persistence of the TAP transfer students at UCLA?

Data Sources

This study sought information from several data sources that included surveys, interviews, document analyses, and state information on enrollment and transfer rates of the colleges. The collection of data was guided by the conceptual framework developed for the study and by the case study protocol. The information obtained from public agencies, UCLA, the colleges' key informants, and others in association with the colleges is enumerated in Table 2.

Table 2. Data Sources

Data Sources	Respondents
Surveys:	
Community College Student Experiences Questionnaire (CCSEQ)	Students from nine TAP colleges. Student groups included TAP and nonTAP students. (N = 507)
Student Background Surveys (Transfer Aspirants & Transfer Students)	Students from eight colleges including TAP and nonTAP transfer aspirants at the community colleges and TAP student transfers at UCLA. (N = 131 aspirants and N = 61 transfers)
Faculty Surveys	Faculty from eight colleges including TAP and nonTAP participants. (N = 115)
Interviews:	
Key Informants	Individuals interviewed at four colleges were: (1) TAP faculty directors; (2) TAP administrators; (3) TAP counselors; (4) college presidents; and (5) related college officials (e.g. administrators, articulation coordinators, etc.). (N = 18)
Faculty	TAP and nonTAP faculty interviewed by phone. Faculty were from four colleges*. (N = 29)
Community College (Transfer Aspirants)	TAP and nonTAP students interviewed by phone. Transfer Aspirants were from four colleges*. (N = 31)
Community College transfer students at UCLA (Transfers)	TAP and nonTAP students interviewed by phone. Transfers were from four colleges*. (N = 30)

continued on next page

Table 2. Data Sources (Continued)

Data Sources	Respondents
Descriptive Statistics:	
Student Enrollment Transfer Student	US Department of Education, IPEDS Reports; and California Postsecondary Commission; and the UCLA Planning and Research Office.
Transfer Student Data about Persistence and Academic Achievement	UCLA Planning and Research Office.
Document Analysis Information	From the four colleges'* course schedules, catalogs, and TAP recruitment and course literature.

* Four college were chosen for in depth analysis of the effects of the TAP program. As cited in the sample these colleges are representative of the 12 colleges affiliated with the TAP.

Refer to Appendix B for further description of how the data were gathered and the colleges involved in the study.

Data Analysis

Each chapter of this report includes a presentation of a variety of data addressing the previously posed research questions. Overall, the data were measured by comparisons within and between the units of analysis. Statistical descriptive data compared the TAP colleges with California Community Colleges and with UCLA junior transfer data. All survey responses of TAP participants (faculty and students) were compared to their nonTAP counterparts. Likewise, interview responses from TAP students and faculty were measured against responses from their nonTAP counterparts. Interviews with key informants were assessed by weighing the interviews of administrators and counselors in relationship to the TAP faculty directors' responses. A detailed analysis of data and the limitations of the study are offered in Appendix B.

Summary

The intent of this study was to identify and describe more fully the aspects of the TAP that have contributed to the community college's image as a transfer institution, to the flow of ethnic groups underrepresented in higher education from the community college to the senior institution, and to the teaching and learning function in the community colleges. Critics of the educational processes in community colleges may argue that the TAP, like other honors programs, violates the egalitarian open-access nature of the community college. The findings of this report challenge this criticism.

The body of this report consists of six chapters that explain how the TAP is fulfilling its goals. Chapter two begins by addressing the TAP relative to its effects on the transfer rates of its colleges and the transfer of minority students. Chapter three discusses how the TAP commitments were met by the colleges, the changes the commitments had on the curriculum, and the efforts undertaken by the colleges to make the TAP reflect the ethnic demographics of the colleges. Chapter four presents the debate: Are TAP students exceptional at the onset or do the learning and socialization processes of the TAP help them to develop their cognitive and affective capacities? Chapter five describes the faculty's attitudes about transfer, teaching style, and interaction with students. Chapter six addresses the academic achievement and persistence levels of the TAP transfer students at the university. Finally, chapter seven discusses the major findings of the study, the policy implications of these findings, and offers a set of recommendations.

CHAPTER TWO

The Transfer Context of the California Community Colleges and the TAP Colleges

This chapter presents the transfer context of the TAP colleges and discusses the role that the TAP plays in the transfer function. We explored the following questions: To what extent do transfers from the TAP colleges reflect the colleges' student demographics? To what extent has the TAP affected the transfer rates of the 12 colleges? How does the ethnic composition of UCLA TAP transfers compare to that of the overall junior transfer population from the TAP colleges?

To answer these questions, two foci of the transfer context were addressed. The first focus centered on the transfer context of the California and TAP colleges. The analytic procedures used compare the 12 TAP colleges to all the California Community Colleges by credit enrollment and transfer data for the Fall terms 1986, 1988, and 1989. Since the TAP was implemented in the 12 colleges between 1985 and 1986, the 1986 fall term was selected as the baseline or preTAP period. Fall terms 1988 and 1989 were chosen to represent active TAP periods (statewide college data on enrollments or transfers were not available for the 1990 Fall term). The second focus was on the TAP colleges transferring students to UCLA. UCLA junior transfer data are used to measure the effects of the TAP on student transfer rates to UCLA for the 1986 and 1988 through 1990 Fall terms. As before, 1986 represents the preTAP period, while the active period is portrayed by 1988, 1989, and 1990 Fall terms. Junior transfer data were used exclusively because TAP transfers only enter UCLA at the junior level.

Within each context or focus, these data were further examined by the percentages of students by ethnicity. This analysis was employed to measure the transfer activity of the colleges relative to ethnically diversifying their transfer populations.

Credit Enrollments

Over one million students enroll in credit courses in the California Community Colleges each fall term (Table 3). In credit enrollment pools, the dominant student ethnicity is Anglo (60 percent) while the African-American and Chicano/Latino students comprise about 20 percent. However, credit enrollments at the 12 TAP colleges reflect higher percentages of African-American, Chicano/Latino, and Asian -American students

Table 3. Comparison of student credit enrollments by ethnicity for California community colleges (cc's) and the TAP colleges for 1986 and 1988.

	Ethnic Percentages [a]				
Year	Total Credit Enrollment	African-Amer.	Chicano/ Latino	Anglo	Asian
1986					
California CCs	1046099	7%	12%	61%	7%
TAP Colleges	180088	12%	18%	51%	13%
1988					
California CCs	1093152	7%	13%	60%	7%
TAP Colleges	175697	12%	20%	49%	13%

Sources: *Student Profiles 1990*, California Postsecondary Education Commission and 1986 and 1988 *Student Credit Enrollments - IPEDS*, U.S. Department of Education. (a) Percentages do not total 100% due to deletion of "other" category.

Table 4. Ethnic distribution of 1985-86 and 1988-89 Los Angeles County (LAC) public high school graduates and of Fall 1989 first-time freshmen in Los Angeles County community colleges.

	Ethnic Percentages [a]				
Year	Total	African-Amer.	Chicano/ Latino	Anglo	Asian
1985-86					
LAC HS Graduates	63207	14%	29%	44%	12%
1988-89					
LAC HS Graduates	64421	13%	33%	39%	15%
LAC First-time Freshmen	24240	14%	30%	43%	12%

Sources: *Student Profiles 1990*, California Postsecondary Education Commission, 1990. (a) Percentages do not total 100% due to deletion of "other" category.

and a lower percentage of Anglo students than is profiled in the 107 California community colleges. The greater share of minority students in the TAP colleges is easily explained since these colleges are located in the largest urban area in California, Los Angeles County. Of all the counties within the state, Los Angeles County not only has the heaviest combined concentration of minority populations but also has the highest share of minority high school graduates (CPEC, 1986; 1990). Furthermore, the percentages of African-American, Chicano/Latino, and Asian-American first-time freshmen for the Fall 1989 term in the Los Angeles County's community colleges almost parallel those of the high school graduates in the county [1] (Table 4).

Also, in Table 3 it should be noted that during a two-year period, there has been a slight drop in the number of students enrolled in the TAP colleges. This phenomenon can be explained by the declining number of students enrolled in the six TAP colleges associated with the Los Angeles Community College District (LACCD). A subanalysis of student credit enrollment within the TAP LACCD colleges compared to TAP colleges in other districts revealed that between 1986 and 1988 the six TAP LACCD colleges had lost about 4,000 students in credit courses.[2] During this same time period, the other TAP colleges (six single college districts) declined in credit enrollments by about 400 students overall. This loss of credit enrollees cannot be attributed to a decline in high school graduates, which is illustrated in Table 4 but possibly can be accounted for by other issues such as available resources, eliminating sophomore level classes, etc. discussed in Chapter Three of this report.

Regarding the ethnic shares of students enrolled in the TAP colleges since 1986, the share of Anglo students has decreased slightly, while the percentages of underrepresented minorities have increased (Table 3). The increase of underrepresented minorities is weighted more by the participation of Chicano/Latinos than African-Americans and reflects the percentage distributions of high school graduates by ethnicity (Table 4).

Transfer Rates to Public California Senior Institutions

Since the Fall of 1986, over 30,000 students per fall terms have transferred from California community colleges into the California State University (CSU) and the University of California (UC) systems (Table 5). Based on student credit enrollments, on the average[3] about three percent of the students in all the California community colleges and in the 12 TAP colleges had transferred into the CSU and UC systems. The formula

Table 5. Comparison of transfers to California public senior institutions (CSU and UC) by ethnicity for California community colleges (cc's) and the TAP colleges for 1986, 1988 and 1989.

	Ethnic Percentages [a]				
Year	Total Transfers	African-Amer.	Chicano/ Latino	Anglo	Asian
1986					
California CCs	32619	5%	10%	64%	10%
TAP Colleges	5734	8%	12%	54%	13%
1988					
California CCs	35248	5%	10%	62%	10%
TAP Colleges	5979	8%	12%	50%	13%
1989					
California CCs	34555	6%	11%	60%	10%
TAP Colleges	5656	8%	15%	47%	14%

Sources: *Update of Community College Transfer Student Statistics Fall 1987* and *Student Profiles 1990*, California Postsecondary Education Commission. (a) Percentages do not total 100% due to deletion of "other" category.

Table 6. Comparison of transfers to the UC System from California community colleges (cc's) and the TAP colleges for 1986, 1988 and 1989.

Year	Total Transfers	Percentage of UC Attendees
1986		
California CCs	32619	15%
TAP Colleges	5734	15%
1988		
California CCs	35248	17%
TAP Colleges	5979	19%
1989		
California CCs	34555	18%
TAP Colleges	5656	21%

Sources: *Update of Community College Transfer Student Statistics Fall 1987* and *Student Profiles 1990*, California Postsecondary Education Commission.

used to estimate the transfer student flow may not be the best indicator, since student credit enrollments include all students regardless of goal intent or status (e.g. full- v. part-time) (Banks, 1990). However, the formula does provide a measurement to compare the transfer activity of the 12 TAP colleges with the California community colleges.

The ethnic profiles of the students flowing from the California community colleges and the TAP colleges into the CSU and UC systems suggest the following. First, on the average[4] the share of minority transfer students from the TAP colleges is slightly higher than that in all California community colleges (21 percent v. 16 percent, respectively). This would be expected, since the TAP colleges have greater portions of minority students enrolled in credit courses than the California community colleges overall (see Tables 3 and 5). However, the combined portions of minority students transferring from the TAP colleges to public senior institutions are significantly below the percentage of the minority students enrolled in credit courses in these colleges (see Tables 3 and 5). That is, the average credit enrollment of minority students is 31 percent whereas the average share of minority transfers is 21 percent. At this juncture it is difficult to explain why this phenomenon exists since this was not a matter researched in this study. Nevertheless,this issue deserves further investigation.

Transfer Rates to the UC System

Over the past three years, the percentage of community college transfers to the UC system, based on students transferring to public California senior institutions, has increased (Table 6). Since Fall 1986, the percentage of transfers to UCs from the TAP colleges has exceeded the expected norm by two to three percentage points (i.e. for Fall 1988 all colleges transferred 17 percent of their students to UCs while the TAP colleges transferred 19 percent). It is difficult to separate out the effects of the TAP influence in this situation. The TAP colleges have other activities that coincide with transfer facilitation such as transfer centers; however, such centers are funded across the state and not just in Los Angeles. An earlier study by Minicucci, et. al., (1989) on transfer centers revealed that colleges with such centers did transfer greater numbers of students than did colleges without the centers. Yet, these researchers cautioned readers that it was inappropriate to consider that the transfer centers were solely responsible for the improvement of the colleges' transfer rates since other factors might be at play. Likewise, we consider that the TAP is not the only factor creating an increase of students transferring to the UC system but may be part of a group of activities facilitating the flow of students into universities.

Table 7. Comparison of transfers by ethnicity to the UC System from California community colleges (cc's) and the TAP colleges for 1986, 1988 and 1989.

Year	Total Transfers	Ethnic Percentages [a] African-Amer.	Chicano/ Latino	Anglo	Asian
1986					
California CCs	4858	4%	10%	62%	12%
TAP Colleges	889	5%	12%	52%	14%
1988					
California CCs	5855	3%	11%	63%	13%
TAP Colleges	1124	5%	14%	54%	16%
1989					
California CCs	6224	3%	11%	62%	13%
TAP Colleges	1213	5%	15%	54%	14%

Sources: *Update of Community College Transfer Student Statistics Fall 1987* and *Student Profiles 1990*, California Postsecondary Education Commission. (a) Percentages do not total 100% due to deletion of "other" category.

Table 8. Percentages of TAP transfers based on new junior transfers from the 12 TAP colleges to UCLA.

Year	Total Transfers from the 12 TAP Colleges	Percent of TAP Transfers to UCLA
1986	363	NA
1988	491	20%
1989	464	25%
1990	347	35%

Sources: TAP Student Files and the UCLA Research and Planning Office.

Earlier in this chapter we noted that, on an aggregate level, the TAP colleges proportionally transferred more minority students to public senior institutions than all other California Community Colleges. Part of this phenomenon was due to the higher credit enrollments of minority students in the TAP colleges than in California community colleges overall. Table 7 illustrates that the TAP colleges, compared to all California community colleges, send a larger proportion of minority students to UC campuses as well.

The Transfer Context of TAP Colleges and UCLA

A student completing the TAP at a local college has the option to transfer to other senior institutions besides UCLA. It is estimated that about 60 percent of all students completing the TAP are known to choose UCLA (CCSEQ, 1989). In Table 8 we find that the proportion of TAP transfers to UCLA, based on new junior transfers, has substantially increased since Fall 1988 (i.e. 20 percent in 1988 v. 35 percent in 1990). This increase of TAP transfers also coincides with the greater numbers of students completing the TAP over the same time period (see Appendix C). But is the pool of TAP transfers as ethnically diverse as the new junior transfer cohort of the 12 TAP colleges?

For three consecutive fall terms (1988-1990), the percentages of African-American and Chicano/Latino TAP transfers have been consistently lower than their representation in the normal junior transfer pool (Table 9). However, the number of ethnic minority students has increased while the TAP share of these transfers has stayed the same from 1988 to 1990 (12 percent). As will be discussed in subsequent chapters of this report, the TAP faculty directors and counselors have made efforts to recruit African-American and Chicano/Latino students. Accordingly, these efforts have resulted in small increases in numbers of ethnic minority students while the percentage has held steady. On the other hand, an increase in the share of white TAP transfer students [5] during this time period suggests that the TAP has become well known as a vehicle whereby students not admitted as freshmen to UCLA, or not quite able to meet the highly competitive admissions' standards, recognize the TAP as the best means to enter and graduate from UCLA.

Table 9. Comparison of new junior and TAP transfers by ethnicity at UCLA.

Year	Total	Ethnic Percentages [a]			
		African-Amer.	Chicano/ Latino	Anglo	Asian
1986					
Junior Transfers	363	4%	15%	58%	15%
1988					
Junior Transfers	491	3%	12%	55%	20%
TAP Transfers	98	2%	10%	55%	18%
1989					
Junior Transfers	464	5%	13%	54%	15%
TAP Transfers	117	3%	9%	73%	18%
1990					
Junior Transfers	347	2%	13%	55%	18%
TAP Transfers	123	2%	10%	67%	18%

Sources: TAP Student Files and the UCLA Research and Planning Office. (a) Percentages do not total 100% due to deletion of "other" category.

Summary

From previous findings, it becomes apparent that for California community colleges, the ethnic composition of the students enrolled in credit courses is reflected in the number of students transferring to senior institutions. Thus, for TAP colleges located in areas heavily populated by African-Americans and Chicano/Latinos, the transfer shares of the minority students will be above the transfer average for all California community colleges.

Compared to the average transfer rate, the TAP colleges appear to send a greater portion of students to the UC system. The extent to which the TAP program has played a role in this cannot be determined.

The analysis of new junior transfers to UCLA reveals that the percentage of the TAP students within this cohort is increasing. This suggests that a greater number of university-bound community college students are either being directed into or electing to enter the TAP. As for the distribution of ethnic minority TAP transfers, the actual number of these students has increased, although the percentage has remained the same since 1988. The percentage of Anglo and Asian-American TAP transfers has risen perhaps due to college choice or to the addition of a TAP college which transfers mostly Anglo and Asian-American students.

End Notes

1. High school graduation rates for Los Angeles County High Schools from 1984 to 1989 are as follows:

1984	65,319
1985	65,621
1986	63,207
1987	65,035
1988	64,421
1989	64,625

Data sources: Los Angeles County Board of Education and the California Department of Education.

2. The following is a comparison of student credit enrollments for the TAP colleges by district status (e.g. single v. multicollege district) for the Fall terms 1986 and 1988.

District Status	1986	1988	Gain or Loss
Single Colleges D. (N=6)	99,165	98,743	-422
Multicollege D. (N=6)	80,923	76,954	-3,969
Total	180,088	175,697	-4,391

3. The formula used was an average number of transfer students divided-by credit enrollments. Transfers were an average derived from 1986, 1988, and 1989 Fall terms. Credit enrollments were an average derived from 1986 and 1988 Fall terms.

4. The average was derived from the shares of black and Hispanic students for 1986, 1988, and 1989 fall terms.

5. It should be noted that about five percent of the increase in Anglo students is attributable to the number of entrants from a TAP college which began sending its TAP graduates to UCLA in Fall of 1988. This college, which entered the TAP consortium late, has graduated mainly Anglo and Asian-American students.

CHAPTER THREE

The TAP Structure and the Effects of the Program on the College

Chapter one presented the commitments between the community colleges and UCLA as part of the framework and focus for the TAP operations in the colleges. Pertaining to these commitments, we investigated the following areas: (1) support of the TAP by the colleges, (2) operation of the program, (3) curriculum changes since the implementation of the TAP, (4) recruitment of the TAP students, especially of minority students and (5) impact of the TAP on the college. The research questions guiding this portion of the study are presented in the subsequent sections.

Overall, evidence supporting the views herein was gathered from document analysis and several types of interviews and surveys. Specifically, the documents reviewed were the colleges' course schedules, catalogs, and brochures about the programs and their course offerings. Interviews were conducted with the colleges' key informants, the faculty, and the students. Information gathered by surveys was collected from the faculty and the students. Precise methodology of the data collection methods and returns is discussed in Chapter one and Appendix B.

Because each college has its own terminology regarding the TAP, the words like "honors programs" or "scholars programs" used in this study denote the TAP program. Likewise, references to honors or scholars faculty or students designate TAP faculty or students.

Support of the TAP

Like any academic program, the success of the TAP is dependent on the support it receives from administrators and the faculty. The administration is expected to provide reassigned time for a faculty director, a counselor to coordinate the program, administrative and clerical support services to facilitate the operation of the program, and an on-campus location for the program to promote student-faculty-counselor interaction and to disseminate information. How the faculty is to support the TAP is less clearly defined. Nevertheless, successful execution of the TAP requires that faculty teaching TAP courses maintain high course standards and expectations. Also, faculty support is necessary to link the program with the transfer curriculum and transfer related activities (e.g. student recruitment, matriculation, etc.) on the college campuses.

We began our investigation by asking the question: To what extent does the administration support the TAP? Key informants (faculty directors, counselors, administrators, and college presidents) were asked to describe how the TAP was supported by financial resources, facilities, and staff at their colleges. When asked about the cost of operating the program, one administrator stated,

> "I have taken money from my regular budget for supplies, luncheons, etc. . . . . I don't feel the program is costly, especially since higher numbers of students are now in the program."

The TAP did not have its own funding category at any college. Monies to operate the program were drawn from the instructional funds used to finance the course offerings. The TAP faculty directors stated that their lack of control over financial resources presented problems in their ability to operate their programs. The problems cited ranged from having to negotiate with the administration for funds for special events like luncheons and field trips, to programmatic issues such as increasing course offerings.

> "And every time I ask for a budget I'm told that when I need things I can just let them know, but I do not have a budget. They have refused to give me a budget." (TAP faculty director)

> We get no budget, so if I need something like a brochure, I go to them and sure, I get support. . . .But we don't have a budget, we don't have a computer, and we don't have secretarial help . . . . [Furthermore] I have tried to get more transfer courses and summer session courses and have not been successful with that. . . They said that the budget was limited, and they were only holding courses that were certain to get 48 students or more." (TAP faculty director)

The UCLA TAP office requested that the TAP classes be limited in size and that a minimum of six TAP courses be offered. The colleges have agreed to enroll no more than 25 students in each TAP class. Because the California community colleges receive over 90 percent of their funding from the state based on average daily attendance of students (i.e. ADA or head count), the struggle to maintain small size programs is an ongoing problem. At two of the campuses both the TAP administrators and faculty directors were planning to increase the size of the program while maintaining the small classes. Administrators justified the program increase by stating that a greater number of students would have an opportunity to transfer to UCLA. On the other hand, the faculty directors pointed out that the increase was being initiated to cover the cost of operating the program with small size classes. Whatever the case, both parties admitted that the commitment to operate the TAP efficiently does requires sufficient funding, and that maintaining a formal connection with UCLA is worth the price.

Reassigned time for faculty directors and counselors is allocated differently at each campus. In some cases the faculty director receives all of the reassigned time, and in others the reassigned time is split between the director and the TAP counselor. The TAP counselors not receiving reassigned time build into their schedules time periods devoted to counseling only the TAP students.

Facilities and support staff for the TAP varied from college to college. At one campus the TAP was housed in its own building and had a clerical staff of three people. At another college no facilities or clerical staff were available to the program. This latter situation was found on campuses associated with districts in financial difficulty. The faculty directors and counselors at the less fiscally healthy campuses viewed the lack of facilities and services as a great disadvantage in maintaining a quality program. Data from other analyses suggest that the lack of fiscal and facilities support for the TAP at these campuses may also be having a negative impact on the success of the programs. For one, the numbers of students in the TAP at these colleges are significantly lower than those from the more financially healthy campuses. Interviews with faculty at the less financially healthy campuses and a recent *Los Angeles Times* article on particular colleges suggested that serious transfer students are not coming to or completing their required credits at these colleges. Because these colleges cut a number of courses, including those to complete major requirements for transfer, students wanting to transfer into specific majors at four-year colleges and universities choose to attend other colleges that meet their course needs (*Los Angeles Times*, 1991). Another concern is the ability of the faculty director and TAP counselor to carry out their responsibilities as coordinators. Without a central location for TAP activity on the campus, the operations of the program often become "a cottage-run shop"; that is, the program is located in a faculty member's office for a year or two then moved to another office as a new faculty director assumes responsibilities for the TAP. The lack of a permanent location for the program creates a problem in maintaining student data files and other pertinent information.

Additionally, since the TAP was designed to be a faculty-based program, we wanted to know the extent to which the program is supported by the faculty. TAP and nonTAP faculty opinions about faculty support for the TAP were significantly different. More TAP than nonTAP faculty responded that not all faculty supported the concept of the TAP (Table 10). Interviews with key informants at one college suggested that the implementation of the TAP was viewed by the faculty as a divisive move to promote elitism and to remove the best students from the regular classes, although all TAP students were also enrolled in regular courses. Informants at another college stated that the implementation of the program did not arouse suspicion of the faculty but all faculty may not agree with the concept and intent of the program. Regarding the promotion of the TAP on all campuses at this time, it is definitely supported by a core group of faculty who teach the TAP courses, and in most cases, the campus faculty senate is kept informed about the program by the faculty director. Dissentions arising from faculty not involved with the program stem mainly from an individual faculty member's point of view about the egalitarian nature of the community college relative to offering a program like the TAP, or from personal differences with the faculty director. Overall, the program is viewed by most faculty as helping students progress toward a baccalaureate degree by transferring to UCLA or to other research universities.

Operation of the Program

Who are the main actors in the college's TAP? What are their roles? And, how are their roles perceived? The TAP is coordinated by a faculty director and a counselor who are liaisons with UCLA. The college president appoints an administrator to work with the faculty director and the counselor. For the most part, the faculty director assumed a pivotal role planning and coordinating activities with the administrator and working with the counselor in the selection of new TAP students and the monitoring of students' progress in the program. The position of faculty director is usually held by a faculty member for a minimum of a two-year period to provide continuity for the program, although many TAP directors have held the office since the program's inception. The TAP faculty viewed the faculty director's position as critical to the success of the program, and almost two-thirds disagreed that this position should be a rotating position (Table 10).

To what extent do the TAP administrator, faculty director and counselor work together and to what degree do they evaluate and plan the program? The extent of team

Table 10. Faculty perceptions about TAP operations.

Questions	Percentage of Faculty Agreeing TAP Faculty (N = 60)	 NonTAP Faculty (N = 56)
Not all academic faculty support the concept of the TAP.	87%*	68%*
The position of the TAP faculty should be a rotating position.	35%	NA
The position of the faculty director is critical to the success of the TAP.	89%	NA
There is an ongoing mechanism for TAP faculty and administration to get together.	62%	NA
Faculty teaching in the TAP are not given enough say in TAP operations.	25%	NA

Source of Data: Faculty Survey, 1990. * $p < .05$.

work appears to be driven by the personalities of the actors themselves and not guided by a formal process. Interviews at the four colleges revealed that formal meetings could occur as often as once a month or as infrequently as twice a year. While the counselor coordinates activities for the students, the decisions about the direction and focus of the program are made by the faculty director and the administrator. Overall, the TAP faculty director works directly with the administrator and the counselor, but these three work less often as a team.

Regarding program evaluation and planning, efforts in these areas appear to informal and relatively unsystematic. With the exception of one campus, the colleges have not implemented any formal evaluation process that would include keeping track of the students who enter the program, who stay in the program, and who subsequently transfer to senior institutions. Also, it should be noted that not until recently (1989) have California community colleges attempted to implement formal tracking or evaluation of students. Recent legislation passed by the California Legislature has served as the main impetus for the implementation of accountability measures such as student evaluation and tracking in the colleges (AB 1725, California Legislature, 1988).

To what extent does the TAP team involve others (e.g. faculty, counselors, etc.) in decision-making? The programs at some of the colleges have advisory groups which consist of the TAP faculty and division or department chairs. An example of an advisory structure is described by a faculty director:

> "We have an advisory board that meets once or twice a semester. It [consists of] division chairs, honors teachers, the administrator, counselor, and myself [faculty director]. We get together and work out what we want to do, courses we are offering, changes in the curriculum, etc. "

The TAP faculty at eight campuses were surveyed for their views about TAP operations. More than half of the faculty agreed that there is an ongoing mechanism for themselves and the TAP director to get together, and 75 percent of them stated that they were given enough say in TAP operations (Table 10). These responses suggested that faculty teaching in the program are part of the decision-making processes related to the TAP operations. This inclusion of the TAP faculty is part of the team building that takes place within the TAP and helps to maintain the structure and vitality of the program. Also, bringing faculty into the decision-making process makes them more responsible for the success of the program and its promotion among their campus peers.

Curriculum Changes

One of the major commitments made by the participating colleges is to enrich the content of a minimum of six courses. How have the courses targeted for the TAP curriculum been changed to meet the TAP commitments? The enriched courses emphasize skills in critical thinking, oral expression, and research. Additionally, each course requires the students to do extensive reading and writing. The following views from faculty directors describe these changes.

> "The bedrock of the program is reading and writing. Everyone focuses on this. They [students] read primary works instead of secondary works . . . . In one class, sort of a core class, everything sort of spokes off--we do readings in all the other areas. So we get a foundation. Great works in the sciences, great works in psychology, great works in economics. They learn to like research . . . . [Also] I have students give live presentations. [I encourage students] to give a few things in their presentations which project hostile rebuttals."

> "I was just talking to a TAP student [who] found the TAP courses challenging and [made her] . . .more aware of what she will need to do...she loved writing, analyzing, and synthesizing . . . but felt that she was not getting that in her other [nonTAP] courses."

> "[There is more theory] . . . in the courses but we have to deal with theory in the practical way. I think what it [the enriched curriculum] is, is this idea of synthesis and interrelationships - - an emphasis on critical thinking."

The majority of TAP faculty interviewed about changes in the classroom since the implementation of the TAP agreed that course content, course delivery, and testing methods had changed relative to the implementation of the program. However, the TAP faculty views about the extent and type of change that had occurred in their classrooms as a result of the TAP varied.

Few TAP faculty felt that the breadth of the curriculum had increased. On the other hand, all TAP faculty felt the depth of the curriculum had definitely changed.

> "Honor's courses are a bit more rigorous, [whereby] the students are required to do much more writing and reading." (TAP faculty)

> " Honor's courses emphasize writing and research. Students are expected to produce original research papers which include complete and extensive bibliographies." (TAP faculty)

As evident from student interviews, there is a distinct difference in the way honors and nonhonors courses are taught.

> "Honors courses go a lot farther. . . extra papers, more pressure, less time." (TAP student)

> "In honor's classes we often discuss and argue, then go home and write about it. Teachers expect more from us in the honors courses. . .they treat us like we have brains." (TAP student)

Two interesting phenomena emerged when faculty participants responded to the questions about the differences between TAP and nonTAP courses.

The first phenomenon dealt with class size. All informants and interviewees believed that the small class had an enormous influence on the way the courses were taught.

> "Because the TAP courses themselves are limited to 25 [students] , I think the instructors tell me that this allows them to have much more interaction with the students. This allows the instructor to work much more closely with the students, to have more lab reports, more experiments, etc." (TAP faculty director)

> "The small class size allows me to present materials I ordinarily could not show in a class of 40 [students] . For example, when discussing the Byzantine Empire, I bring in maps and documents I have collected in my travels. I distribute these materials to the students and discuss them. I just could not do that in a large class." (TAP faculty)

The second phenomenon centered on student ability. Faculty responses to questions about classroom changes, in most cases, implied that the level of course presentation and course work being offered was based on the ability of the student.

> "I teach more, especially about literary criticism. I have higher expectations for these [TAP] students; therefore, I have them do more writing." (TAP faculty)

> "With higher ability students my teaching style becomes student directed. I can expect the students to do more reading and writing. I expect them to do research papers." (TAP faculty)

The TAP faculty also stated that they expected more from their students since they were "university bound." Evidence from interviews with nonTAP faculty suggested that these faculty adjusted their classes to the level of their students. They emphasized that their course content and delivery of the content was focused on the students' abilities to read and write. Furthermore, since nonTAP classes have a larger variety of student abilities, it appears that the instructors are adjusting their teaching to the class mean.

> "I try to accommodate the weakest and strongest students . . . . I try to make explanations as complete and understandable as possible. Sometimes an advanced student asks a question which is above the level of the class. I answer it but assure the students that the information is beyond the scope of the class."
> (nonTAP faculty)

These two phenomena are worth noting for several reasons. The effect of class size was indicated by TAP students when asking them to compare the differences in TAP and nonTAP courses. Current and past TAP students noted that small class size was beneficial in promoting discussion and relationships with their instructors as well as with fellow students. In return, the students became engaged and more involved in their learning. Further, as cited earlier by one TAP student and stated by other TAP student

Table 11. Faculty perceptions of curricular changes.

Questions	Percentage of Faculty Agreeing TAP Faculty (N=60)	NonTAP Faculty (N=56)
During the past four years, the transfer curriculum at this college has changed.	71%	68%
Title V changes regarding credit courses have influenced changes in the transfer curriculum.	58%	76%
The presence of the TAP has increased the academic rigor of the transfer curriculum.	79%**	54%**

Source of Data: Faculty Survey, 1990. ** p < .01.

interviewees, the TAP courses were geared for evoking thought and not "spoon feeding" information. Therefore, the responsibility for learning was shifted to the student. Consequently, students were expected not only to develop an understanding of what is presented to them but to be able to argue and debate an issue.

The Influence of the TAP on the Transfer Curriculum Overall

Faculty and students involved in the TAP teach and participate, respectively, in nonhonors courses as well. Because of this, it was expected that the presence of the TAP influenced the content and delivery of nonhonors courses. Faculty directors were asked how the transfer curriculum changed overall at their colleges as a result of the TAP implementation?

> "I think that insofar as the TAP [is concerned] , the emphasis has been. . .on a lot more writing and a lot more research. And, I think that the teachers who have taught in the program have carried those things into their [nonTAP] classes . . . . I think that it perhaps prepared the way for our writing across the curriculum program which is under way. I'm not sure that course objectives have changed throughout the school. I don't really know."

> "Yes, it has [mainly by the presence of the TAP students in nonTAP courses]. One semester a nonTAP political science instructor had several TAP students in his class. He just watched the whole level of that class go up, up, up. It [the class] turned out to be one of the greatest because the few scholars [honors students] in there raised the whole level of discussion, they raised the level of study, and they were getting other students involved."

A series of survey questions on curricular changes were posed to faculty (Table 11). Both TAP and nonTAP faculty agreed that the transfer curriculum had changed over the past four years (71 percent v. 68 percent, respectively). Also, almost 60 percent of the TAP faculty and three-quarters of the nonTAP faculty agreed that the changes taking place in the transfer curriculum were, in part, influenced by the state mandate on credit course offerings (Title V, California Administrative Code, sections 55002 and 55805.5, California Community College Chancellor's Office, 1987). However, the TAP faculty (79 percent) more than the nonTAP faculty (54 percent) agreed that the presence of the TAP had affected the academic rigor of the transfer curriculum. This may indicate that the TAP faculty have academically strengthened their nonTAP courses, perhaps because of their experiences enriching (e.g. more writing, reading, and research) their TAP classes. Further, when interviewed about changes in their classroom since the implementation of the TAP at their college, the majority of the nonTAP faculty (80 percent) attributed no classroom changes to TAP.

It appears that the presence of the TAP at the colleges has influenced the transfer curriculum overall but has not influenced specific nonTAP courses. The presence of the TAP may have had more subtle effects on curricular changes than is noticeable or detectable by faculty teaching everyday. As pointed out earlier by a TAP faculty director, the TAP was the catalyst for a major writing project that affected the nonTAP transfer courses.

Recruitment of Students

Chapter one described the ways in which students are recruited for the TAP at affiliated colleges. Briefly, students are encouraged to join the TAP in the following ways: (1) by a letter from the UCLA Undergraduate Admissions Office to all freshmen applicants denied admission, informing them of the TAP in local colleges (Appendix A), (2) by a letter from the college stating their eligibility after their first semester or year at the college, or (3) through encouragement of high school or community college faculty and counselors.

We wanted to know specifically how students were being recruited for the TAP and what emphasis was placed on encouraging minority students to join the TAP. A review of college catalogs, schedules, and brochures indicated that the TAP was highly publicized in print media. College schedules and catalogs devoted at least one full page to describing the program. At one college several pages in the college course schedule were dedicated to the TAP (See Appendix A). These pages included testimonies by former TAP students who had transferred to research institutions. In addition, each college had its own TAP brochure that was distributed to local high schools and the immediate community (See Appendix A). When faculty directors were asked how they or their teams recruited TAP students, the following responses were offered.

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> " We go to high schools and distribute brochures. There is a flyer that the school puts out that goes to the community that lists the TAP program. There is a description of the program in the class schedules . . . . I also ask the faculty to announce it to their classes."

> " We certainly do a big high school outreach. We go to high schools and give presentations to interested students. UCLA cooperates with us by sending [mailing] labels for those students who have been directed by UCLA so that we can send direct appeals. There are some counselor referrals . . . . And we now have a high school outreach counselor [to further attract high school students].

The second question we asked was: To what extent are minority students encouraged to enter the TAP?

> " [Recruiting of minority students is done by] writing letters, reviewing applications of all currently enrolled black and Hispanic students who have a GPA of 3.0 or better and under 20 units so they wouldn't have too many units . . . . We got almost no response from that letter . . . . I also had a meeting with the Black Students Association. Only 15 students showed. Also, I meet with Hispanic students at a designated meeting and only one student showed up. So . . . the message is not being transmitted that this is a program that is inviting to those students and we have been trying to figure out why." (TAP faculty director)

> " We do not formally target black and Hispanic students. It is one of our priorities. I work with the teachers on campus to steer students towards the TAP . . . . Also, minority faculty teaching in the TAP bring in [minority] students they have been mentoring. [For example,] one person who teaches in the program is the head of our Chicano Club. Through him [the Hispanic students] find out about the TAP, join activities, etc. So there are those types of things going on."
> (TAP faculty director)

From the responses of the faculty directors and other key informants, it became apparent that recruitment efforts were targeting primarily high school students and secondarily students already attending the colleges. Further, the efforts to reach out to minority students were being attempted mainly through informal connections (e.g. faculty teaching in the program, students currently in the program, etc.). Only one college had initiated formal recruitment of underrepresented students.

Key informants and faculty directors also emphasized that there is heavy market competition for minority high school graduates.

> "There is a real problem in recruiting underrepresented minorities who graduate from high school. UCLA and state universities lower their admission criteria to include as many black and Hispanic students in their entering classes. We can't compete with what four-year colleges are offering these students. . .that is prestige!" (TAP administrator).

> "Many [minorities] are already taken by other colleges and are possibly not available to community colleges. They are taken by more prestigious colleges like Harvard and UCLA that offered them scholarships. We don't get more than one [minority student] a year who was turned down from UCLA." (TAP counselor)

However, there are still many minority students already attending the community colleges. Some key informants stated that the TAP may not be meeting the needs of these students. Usually minority students attend evening or weekend classes, whereas, the TAP classes are usually offered during the day. Additionally, at many colleges the TAP requires its students to be full-time, and many minority students attend part-time. The requirements of the TAP, that is extensive writing and reading and maintaining a 3.0 GPA or better, may be threatening to students who simply want to take courses to transfer to a senior institution and not necessarily transfer to UCLA. Moreover, the symbol and structure of the TAP may, in part, be foreboding to some students who were not academically successful or enrolled in honors courses in high school. A TAP faculty director states,

> "I think that there is also a certain amount of fear that they [minority students] won't make it, that it is NERDY to be part of this program. I think particularly for black males that it is something that dissuades them from coming into a program like the TAP. It is really considered not cool to be academic. That is a cultural problem."

Likewise, a former TAP faculty director (unofficial interview) indicated that for the African-Americans the emphasis on cooperative learning in the TAP may be threatening to these students. Past work by Treisman (1986) suggests that African-American students prefer to study alone. If studying in isolation is a cultural preference for African-American students, then the TAP structure of shared learning could, in part, be viewed as an undesirable way of obtaining knowledge. A more complete view of who is attracted to the TAP and why is presented in Chapter four, "The Community College Scholar."

Indirect Effects of the TAP on the College

Besides the effects of the TAP on the colleges as generated by the agreed upon commitments, it was believed that the formal connection with UCLA would have positive side effects as well. We asked: How has the affiliation with UCLA and the interinstitutional nature of the TAP affected the college relative to college image, student enrollment, faculty enrichment, and the overall transfer function of the college?

The College's Image as a Transfer Institution and Student Enrollment

For the most part, TAP informants believed that the program demonstrates to their communities that the college has a direct link with UCLA and that connection makes the college a more desirable place to attend.

> "The image of the college has gained prestige due to the TAP." (TAP administrator)

> "It [the TAP] projects an image of academic excellence. It is important to show [the community] we have the capability to provide the academic instruction associated with the TAP." (TAP administrator)

Responses from the faculty surveys revealed that TAP faculty more than nonTAP faculty were less likely than their nonTAP counterparts to agree that the association with UCLA through the TAP had improved the image of their college (66 percent v. 76 percent, respectively) (Table 12). However, the majority of both faculty groups, 94 percent TAP and 84 percent nonTAP, agreed that the TAP did improve the community's acceptance of their college as a transfer institution (Table 12).

Further, when interviewed, both groups of faculty stated that the ties with UCLA have generated good publicity for the colleges, but there was no way of knowing the extent of the program's influence on the community. One key informant did point out that the results of a recent community survey about his college showed that the college was being recognized in the community for its connection with UCLA and the TAP.

But to what extent has the TAP influenced the enrollment of high school graduates in the college? As discussed elsewhere in this chapter, the TAP is extensively promoted in the local high schools. One administrator felt that the program had a high profile among high schools and in turn improved relations with counselors of high schools. However,even if the TAP is recognized by the high schools, there is still a prestige problem associated with a two-year college. As a TAP faculty director stated:

> "The TAP is used for recruiting students who will graduate from high school. It has high visibility, but it may not have a high profile in feeder schools. High school counselors and teachers are very four-year college oriented. If they refer students to us, it is probably because of the TAP."

It was difficult to ascertain the percentage of the entering TAP cohorts who were recent high school graduates because such information is not collected by the colleges. From the faculty survey, the TAP faculty, as compared to nonTAP faculty, were more likely to agree that more well-prepared high school graduates are likely to enroll in their colleges because of the TAP (94 percent v. 81 percent, respectively) (Table 12).

Faculty Enrichment

One of the intentions of the TAP is to strengthen relationships between the community college and university faculty for the purpose of opening dialogue about course content. UCLA's Center for Academic Interinstitutional Programs (CAIP) has sponsored a number of workshops that invite faculty to discuss course requirements in their disciplines. Additionally, the TAP has a series of ongoing seminars, called the Academic Alliances, which bring together community college and university faculty to converse about issues in their fields. The Alliances are open to all two- and four-year faculty regardless of their institutional affiliation.

Table 12. Faculty views about their colleges association with UCLA.

Questions	Percentage of Faculty Agreeing TAP Faculty (N = 60)	Percentage of Faculty Agreeing NonTAP Faculty (N = 56)
The association with UCLA through the TAP has improved the image of our college.	66%*	76%*
The TAP has improved the community acceptance of this college as a transfer institution.	94%	84%
More well-prepared high school graduates are likely to enroll in my college because of the TAP.	94%*	81%*

Source of Data: Faculty Survey, 1990. * p < .05.

In the faculty survey, the TAP and nonTAP faculty were asked a series of questions pertaining to their frequency of interactions with university faculty (Tables 13A and B). A scale was created from these questions, and the two groups of faculty were compared. Slightly more TAP than nonTAP faculty (79 percent v. 71 percent, respectively) had engaged in discussions with university faculty regarding course and major requirements. The high percentage of nonTAP faculty interacting with their university counterparts could, in part, be due to these faculty attending Alliance meetings since notices are sent to most full-time faculty at the community colleges, or attendance at statewide or regional meetings to bring together faculty from the community colleges, CSUs, and UCs to discuss course requirements.

Faculty directors and key informants were asked about the net gains faculty received from being associated with the TAP. For the most part, disciplinary meetings with UCLA faculty have been informative for the TAP faculty. A few faculty directors have engaged in course work at UCLA leading to a higher degree either in their disciplines or in educational administration.

Effect of the TAP on How Faculty Perceive the Transfer Function at their Colleges

Faculty were asked: Has the TAP been beneficial to your college relative to how faculty perceive transfer? Twice as many nonTAP as TAP faculty felt that the TAP program did provide an academic momentum, and some faculty stated they were uncertain as to the extent of this impetus relative to how faculty were thinking about transfer. Others said:

> "Yes. . .the existence of the program serves as a reminder. It makes you think about transfer more." (nonTAP faculty)

> "Yes, definitely. [The program] makes faculty realize it can have a positive effect on the college, on the students." (nonTAP faculty)

> "Yes, faculty do think about transfer more and prepare students better." (TAP faculty)

Table 13A. A scale of community college faculty interactions with counterparts at universities.

Questions	
In the last four years I have engaged in the following activities with university faculty:	
compared syllabi of equivalent courses	.86
compared textbooks of equivalent courses	.89
compared assignments of equivalent courses	.84
discussed course standards and prerequisities	.83
discussed requirements for the major	.77
Scale Alpha	.94

Source of Data: Faculty Survey, 1990.

Table 13B. Interactions between community college and university faculty.

	Percentage of Faculty Responses					
	TAP Faculty (N=60)			NonTAP Faculty (N=56)		
	Frequently	Occasionally	Never	Frequently	Occasionally	Never
Interaction Scale	21%	58%	21%	32%	39%	29%

Source of Data: Faculty Survey, 1990.

> "Yes, the TAP has been very important in getting more faculty motivated to talk about transfer." (TAP faculty)

It appears that the presence of the TAP has stimulated at least some faculty to think about the role their college plays in the transfer function and more so the role that faculty must assume in that function.

Summary

For the most part, the TAP has become well institutionalized on most participating TAP college campuses. The key factors supporting the embedding of the TAP are related to resources devoted to the program, advisory groups that include faculty chairs and the TAP faculty, reassigned time for a faculty director to run the program, and a set of sophomore-level courses that fulfill needs of the students. The college districts with fewer resources and sophomore-level course offerings had smaller numbers of students enrolled in their TAPs.

The TAP on each campus needs formal and systematic evaluation and planning practices. The lack of these practices does not appear to affect the overall operation of the TAP but does prevent the faculty directors from maintaining an accurate accounting of students in the program and those entering and leaving.

Definite changes have occurred in the TAP curriculum. These changes were prompted by the intra- and interinstitutional commitments (i.e. how courses were to be structured. Appendix A) and furthered by the effects of class size and perceived abilities of the students. Findings suggest that regulating class size and the range of student ability has affected the way faculty teach. On the other hand, the influence of the TAP on the overall transfer curriculum has been subtle. The findings suggest that the presence of the TAP may be acting as a catalyst for changes within the curriculum that are directly linked to major projects such as writing across the curriculum.

As for student recruitment, enormous efforts have been exerted by the colleges to promote the TAP in high schools. Each campus has given resources in terms of staff time and money to make the TAP highly visible in the high schools and in most cases on the college campus itself. Regarding the recruitment of minority students into the TAP, informal efforts at targeting these students have produced minimal results although the numbers of minority students in the TAP have increased. Even colleges that aggressively attempt to recruit these students have been less successful. Nevertheless, the percentage of minority students in the TAP is in many ways laudable considering the low participation rate of African-American and Chicano/Latino students in transfer to the UC system and the students' perceptions that an honors program is not required for admission to UCLA.

The findings on the overall impact of the TAP on the transfer function at the campuses are mixed. On one hand, the association with UCLA and the standards of the TAP promote the feeling of academic excellence among the colleges' staffs. On the other hand, this perception of academic excellence shared by the community remains to be measured. Also, it is recognized that in indirect and subtle ways the TAP has positively affected the transfer function at these institutions. Particularly, the presence of the TAP appears to have brought about a greater awareness among faculty, counselors, and administrators about the college's transfer function.

CHAPTER FOUR
The Community College Scholar

Community colleges attract a clientele with varied interests and abilities. Students attending these colleges for the purpose of transferring to senior institutions have a different set of characteristics than students who matriculate for other reasons (Sheldon, 1981). A comparison of those intending to transfer, referred to as transfer aspirants, to the total student body reveals the following: aspirants are usually younger (24 years old or younger) than the mean student age of 29 years; they are full-time students (64%) as compared to the majority of enrollees being part-time (67%); and most have taken college preparatory courses in high school (81%) (Alba & Lavin, 1981; Cohen & Brawer, 1987, 1989; Sheldon, 1981). Additionally, aspirants are from middle to high socioeconomic quartiles, whereas 47 percent of all community college students constitute the lowest socioeconomic quartile. Moreover, Holmstrom and Bisconti (1974), Peng (1977), and Velez (1985) suggest that good predictors of whether or not a student will transfer are higher family socioeconomic status, academic programs taken in high school, better high school grades, and a good performance in a community college.

Focusing exclusively on transfer aspirants, we investigated the differences between the TAP and nonTAP students. In particular, this portion of the study addresses the students' demographic profiles, the faculty perceptions of the students, and the students' learning and socialization experiences. Information discussed in the subsequent sections was gathered from student and faculty interviews and from the Student Background Survey (SBS) (Appendix E) and the Community College Student Experience Questionnaire (CCSEQ)(Appendix E) .

The samples of students selected for the SBS, CCSEQ, and interviews were similar and different. Students selected for the surveys were students who were enrolled in academic courses and desired to transfer to senior institutions. The SBS and CCSEQ respondents were drawn from two cohort samples: the SBS students were from a Fall 1990 cohort of either freshman or sophomore students, while the CCSEQ students were from a Spring 1989 cohort of students ready to transfer. The comparison groups of TAP and nonTAP students were, respectively, students enrolled in TAP courses and students enrolled in nonTAP transfer courses with no TAP affiliation. The sample of students interviewed were students (transfer aspirants) still at the community colleges or students (transfers) who were now enrolled at UCLA. Students interviewed were either TAP or nonTAP students. The sampling methods of all these groups are explained in detail in Appendix B.

Student Demographics

Are the community college scholars different from other transfer aspirants relative to personal demographics, ability, family background, and work responsibilities? Tables 14 through 16 provide a profile of transfer aspirants comparing TAP with nonTAP students.

TAP students are slightly younger and are more likely to be Anglo or Asian than the nonTAP students (Table 14). Also, the TAP students as compared to nonTAP students report a higher high school rank (Table 15). And, TAP students were more likely to be UC eligible or in general UC/CSU eligible upon graduation from high school.[1]

As for family backgrounds, a larger percentage of the TAP than nonTAP students had fathers who experienced some college or attained a college degree, while the levels of mother's education was similar for both groups (Table 15). And, the TAP students were equally distributed throughout the parental income categories of low to high, while better than half of the nonTAP students came from higher income families. The nonTAP students who came from families with higher incomes may be first-generation college-going students and have not necessarily experienced family support for higher education. That is, family members may have done relatively well economically without the benefit of a college education. Without additional information on parental occupations, this explanation seems plausible in the sense that a large portion of students responding to the background survey were from areas where major industry included construction or freight loading (i.e. high paying jobs requiring little college education).

As Table 16 demonstrates, two-thirds of the TAP students and just slightly more than half of the nonTAP students worked 20 hours or less a week. The time spent working while engaged in undergraduate studies is an important determinant regarding the student's involvement and persistence in academic studies. Astin (1985) asserts that students who spend more than 20 hours a week working have less opportunity to study and become involved in academic life. Applying this theorem to the findings here, one can assume that TAP students who worked fewer hours had an advantage over other transfer

Table 14. Percentage distribution of transfer aspirants by personal characteristics.

Item	TAP Student (N = 122)	NonTAP Student (N = 306)
Age		
18 - 22 years old	73%	67%
23 - 39 years old	24%	27%
40 years old or older	3%	6%
Total	100%	100%
Gender		
Percent Female	55%	58%
Ethnicity		
American Indian	0%	1%
Asian or Pacific Islander	18%	14%
African-American	7%	8%
Chicano/Latino	18%	23%
Anglo	54%	50%
Other	4%	4%
Total	101%	101%

Data source: CCSEQ, 1989.

Table 15. Percentage distribution of transfer aspirants by ability and family background.

Item	TAP Student (N = 87)	NonTAP Student (N = 54)
High School Rank		
Top 12 percent	60%	31%
Top 33 percent	30%	49%
Below top 33 percent	10%	20%
Total	100%	100%
Father's Education		
Not a high school graduate	17%	19%
High school graduate	16%	25%
Some college or college graduate	68%	57%
Total	101%	101%
Mother's Education		
Not a high school graduate	21%	24%
High school graduate	20%	20%
Some college or college graduate	59%	56%
Total	100%	100%
Parent's Income		
Low (29,999 or below)	34%	33%
Medium (30,000 - 49,999)	32%	11%
High (50,000 or more)	34%	57%
Total	100%	100%

Data Source: Student Background Survey, 1990.

Table 16. Percentage distribution of transfer aspirants by hours worked per week.

During the time school is in session, about how many hours a week do you usually spend working on a job for pay?

Question	TAP Student (N = 122)	NonTAP Student (N = 306)
None	23%	19%
1 - 10 hours a week	18%	10%
11 - 20 hours a week	26%	24%
21 - 30 hours a week	18%	25%
31 - 40 hours a week	12%	14%
more than 40 hours a week	3%	8%
Total	100%	100%

Data source: CCSEQ, 1989.

aspirants simply because they had more time for their studies and college program. The subsequent sections in this chapter discuss further the TAP students' level of involvement and related outcomes.

How Faculty Perceive the TAP Students

Is the community college scholar different from other transfer aspirants? Ninety-one percent of the TAP faculty agreed that "TAP students make a difference in the caliber of student in the classroom." (Faculty Survey, 1990). Testimony by one faculty director, stated in Chapter three, explained that when several TAP students were in a regular (nonTAP) class with nonTAP students, they raised the level of the class by their questions, their eager participation, and their ability to get other students involved in the class.

We asked both the TAP and nonTAP faculty a series of questions about the differences between the TAP and nonTAP students relative to thinking about issues and problems, expressing themselves in writing and orally, expressing and pursuing their goals, exhibiting levels of confidence, and preparing for and attending class. The majority of the nonTAP faculty could not answer these questions because they felt that they were not aware of the distinction between the TAP and nonTAP students in their classes. On the other hand, the majority of the TAP faculty were positive that there were pronounced differences between the two student groups.

Further, of the TAP faculty interviewed on the differences between the two student groups, two dominant views emerged.

> " [The scholars] are better critical thinkers. They know how to write and understand basic math principles. They have definite goals and as a result are highly motivated by those goals. They know what is expected of them and come prepared to class." (TAP faculty)

> " Since they [the TAP students] are learning and working towards going to UCLA, they put more [effort] into discussions and form support groups outside of class. They have pride in themselves because they are college bound and they are certain that they are on their way to UCLA. Also, they are more self confident and feel more competitive because of the recognition they get being

> in an honors program. [As for expressing themselves] they are more verbal as a result of being more confident, and they are less concerned about being right or wrong." (TAP faculty)

The first view suggests that TAP students have characteristics unique to their own being. A composite picture drawn from faculty interviews about TAP students suggests the following.

TAP students were viewed as better critical thinkers who have a more global view of issues and problems than nonTAP students. They were more willing to see the other side of a problem and to challenge information and conclusions. One TAP faculty member stated that the students' willingness to challenge information demonstrated their high levels of confidence. Other faculty stated that the TAP students' level of confidence was evidenced by their competitive nature, their willingness to take risks, and their lack of concern about being right or wrong. Moreover, faculty viewed the TAP student as being undaunted by setbacks and applying more effort when they received low grades. Further, faculty noted that the majority of the TAP students had a clear sense of where they were going, what majors they wanted, and where they would transfer.

As for the students' written and oral expressions, faculty stated that the TAP students demonstrated better organization in their writings and presentations. This was enhanced by complex sentence structure and their ability to present a sophisticated and cogent argument. The TAP students were also viewed as taking class assignments more seriously and being willing to work, for example, independent of a class structure by researching a problem in the library.

The second view suggests that the structure and focus of the program may in itself be supporting, enhancing, and developing certain characteristics of the students. The program structure and focus may in and of itself have an impact on the students' cognitive and affective development. And in part, these factors may contribute to the differences noticed between TAP and nonTAP students. This speculation is explored further in this and the next chapter.

Enhancing Cognitive Capacity

Are learning experiences different for TAP and nonTAP students? Transfer aspirants at the community colleges were asked to what extent their attitudes about learning and their achievement levels had changed since high school. The larger part of both student groups stated that since high school they had acquired a better attitude about learning and were achieving at high levels. The differences in responses to learning experiences between the two groups can be understood as the nonTAP students felt they had become more self-confident and motivated in learning, while many of the TAP students had mixed responses. Some of the TAP students stated that for the first time they felt responsible for their learning; others attributed their attitude changes about learning to the realization that there was a lot to learn and to the diversity of opinions about issues by others. Also, more nonTAP than TAP students reported that they achieved higher grade point averages (GPAs) in the community college than in high school. As revealed in the following paragraphs, the nonTAP students experience less demand in their community college course work than do the TAP students.

Analyzing further statements about the student's learning experience, we posed the question "What motivates you to pursue intellectual interests outside the classroom?" A pattern emerged from the students responding to this question. Students indicated that they were either self-motivated or influenced by others such as teachers, friends, etc. Furthermore, TAP students most often responded to this question by stating that they sought more knowledge, challenged the information they received, and had a goal of pursuing a degree. NonTAP students reported that they were more impressed with the way instructors presented course materials and issues of interest.

Continuing the inquiry of what students felt they had gained in their learning experiences at the community colleges, transfer aspirants were asked to what extent they thought they had gained or made progress in the following cognitive areas: writing clearly and effectively, presenting ideas orally, putting ideas together to compare relationships, and developing an ability to learn on their own.

In all categories except for one (i.e. presenting ideas and information), a little more than half of both groups of students agreed that they had gained "quite a bit" or "very

Table 17. Transfer aspirants' cognitive gains.

Questions	Percentage of Students Stating that They Gained Quite A Bit to Very Much: TAP Student (N = 122)	Percentage of Students Stating that They Gained Quite A Bit to Very Much: NonTAP Student (N = 306)
In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in each of the following areas?		
Writing clearly and effectively.	66%**	50%**
Presenting ideas and information effectively in speaking to others.	53%	45%
Putting ideas together to see relationships, similarities, and differences between ideas.	65%	50%
Developing the ability to learn on your own, pursue ideas, and find information you need.	66%	61%

Data source: CCSEQ, 1989. ** $p < .01$.

much" in their experiences in these areas (Table 17). Overall, the TAP students, compared to the nonTAP students, were more inclined to compare and contrast ideas (65 percent v. 50 percent, respectively). And, the TAP students' responses to the question about their ability to write clearly and effectively were significantly higher than those of their nonhonors counterparts (66 percent v. 50 percent, respectively). These findings suggest that the research and writing components of the TAP made an impression on students.

But how were TAP students influenced by the curriculum? Both groups of students were asked how they were challenged by their courses relative to the way they thought about issues and problems and how they expressed themselves orally and in writing. The majority of the transfer aspirants felt they had been challenged by their community college courses. However, slightly more nonTAP than TAP students stated that their courses (nonTAP courses) were challenging. A further analysis of the aspirants' responses to this question suggested that TAP students had better academic preparation in high school than nonTAP students. Therefore, when answering the question about the challenge of community college courses, the TAP students referred to the community college courses as being the same or better than those in high school, while the majority of nonTAP students claimed that their community college courses were better than their high school courses.

Moreover, the TAP students would refer to their experiences in the TAP courses rather than the nonTAP courses when offering examples of how they had been challenged by community college courses:

> " I love the scholars program [the TAP] and the classes. [In particular] the political science course has changed the way I think about problems such as those that relate to the electoral process."

> " [TAP] courses have deepened the way I look at things and have opened the world for me. They challenge me to go steps further and the classes allow me to explore issues interesting to me."

> " They [TAP courses and instructors] have helped to improve my writing and my attitude about writing. Before I came [to this college] I had a lot of fear and anxiety about communicating. Now I have more ability and confidence in putting my ideas in writing."

Overall, the TAP students expressed the challenge of TAP courses in the context of making them more aware of diverse opinions, more able to focus on what was or was not significant, and more able to use the elements of courses like philosophy or English as levers to express their ideas in other classes.

Examining these views of the challenge of community college courses, we asked the students who had transferred to UCLA from the TAP colleges to describe how their community college courses prepared them in writing, reading, and research skills for course work at UCLA. More TAP transfers than nonTAP transfers felt prepared for their course work at UCLA. Precisely, half or better of the TAP transfers felt adequately prepared in writing, reading, and research skills, while less than one-third of the nonTAP students felt prepared in these areas. In particular, the area of reading was a concern for both groups. TAP and nonTAP students felt that the amount of reading required in a quarter at UCLA was much greater than the reading they did during a semester at the community college. Thus, their ratings of reading experiences were below the expected norm.

To understand the differences between TAP and nonTAP courses, TAP cohorts (i.e. TAP students presently in the community colleges and TAP students who had transferred to UCLA) were asked to compare their experiences in these types of courses.

> " NonTAP courses are really remedial, people repeating answers in unison. [There was] no library work in these classes. [On the other hand,] TAP classes, like English, were very challenging." (TAP student)

> " In honors courses you do a lot more work, more activity in class, and grading is more difficult. [As for] nonhonors classes, the learning level was lower and the grading was easier." (TAP student)

> " The scholars' professors would give you more assignments, were harder on grading, sometimes only gave one A out of 35 students. Also, they gave more reading . . . . They did not spoon feed from the textbooks." (TAP transfer)

> " Profs teaching scholars' courses expected a lot more from students in terms of writing and effort. Regular courses were pretty much like high school, not very difficult!" (TAP transfer)

An overview of what the majority of the TAP students cited as distinct differences between TAP and nonTAP courses follows. The small class size allowed for more discussion and for courses to explore a topic in depth. Overall, they felt much more was expected of them in preparing for class and writing assignments, and the demands of the honors courses made the work interesting and challenging. Some students even commented on the common goals among the TAP student group. As one TAP transfer states:

> "The atmosphere of the scholars' classes was different. Students in scholars' classes wanted to transfer and cared about their classes. Students in nonscholars' classes were not very motivated."

Enhancing Affective Capacity

Are the socialization experiences different for TAP and nonTAP students? The evidence presented thus far suggests that the socializing experiences for TAP and nonTAP students may be different for a number of reasons.

First, faculty noted different behavioral characteristics of TAP students; they appeared more self-assured, knew what they wanted, and challenged information they received. And, as noted during student interviews, TAP students appeared slightly more self-directed than nonTAP students.

Second, the size of TAP classes had a significant effect on the closeness of relationships formed. Both TAP cohorts, those currently in the colleges and those who had transferred, cited the small class size as affording them more personalized instruction and opportunities to get to know instructors and other students better.

Table 18. Transfer aspirants' affective gains.

Questions	Percentage of Students Stating that They Gained Quite A Bit to Very Much TAP Student (N = 122)	Percentage of Students Stating that They Gained Quite A Bit to Very Much NonTAP Student (N = 306)
In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in each of the following areas?		
Becoming aware of different philosophies, culture, and ways of life.	65%**	54%**
Becoming clearer about your own values and beliefs.	57%	60%
Understanding yourself - your abilities and interests.	64%	60%

Data source: CCSEQ, 1989. ** p < .01.

The third aspect is the common goal found among students in the TAP classes. Many of the TAP and former TAP students stated that their fellow students in the program were more positive and goal-focused than students in nonTAP courses. The commonalties among the students in the TAP seemed to allow for a greater sharing of learning experiences and enhancement of their levels of motivation.

Using the Community College Student Experience Questionnaire, transfer aspirants were asked to identify the extent of their gains made in affective areas (Table 18). Both TAP and nonTAP students felt they had gained "quite a bit" to "very much" in clarifying their own values and beliefs and in understanding their own abilities and interests. However, there was a significant difference between the groups in becoming aware of different philosophies, cultures, and ways of life. The TAP students, more than nonTAP students, felt they had gained in this area (65 percent v. 54 percent, respectively). This observation was further validated by the student interviews. TAP students viewed their classroom experiences in terms of increasing their awareness of ways of thinking and diversity of thought; whereas, nonTAP students viewed their classroom experiences more from the standpoint of skill acquisition and building of self-confidence.

To what extent do students receive encouragement from faculty and counselors to become involved in academic life, to pursue intellectual interests beyond class studies, and to gain a better understanding of themselves? More TAP students and than nonTAP students, when interviewed, stated they were encouraged by faculty and counselors to join campus committees and especially committees and clubs focusing on scholarship and leadership. About a third of both student groups were encouraged to attend campus events. And, about half of both groups felt they were encouraged to pursue intellectual interests beyond the classroom. However, more nonTAP than TAP students said they had gained a better understanding about themselves regarding their motivations and emotions.

These findings suggest two things. First, the TAP students received substantial encouragement from faculty to take part in campus life. This finding in and of itself suggests that TAP students were being integrated into academic life early on. And, through this process students may have become more connected with how academe operates and subsequently built their political capacities for maneuvering through the academic system. Second, the low rate of TAP students responding affirmatively to gaining a better understanding of themselves (e.g. emotions and motivation) may reflect that the TAP student is more goal-directed, and the program reinforces this. Whereas, the nonTAP students are still assessing their own goals as a step in determining their future.

To explore the notion of building political capacity in the students, the TAP and nonTAP transfers were asked about their various experiences at the community colleges that help build their confidence in dealing with certain situations at UCLA. The situations addressed were communicating with professors/teaching assistants; dealing with diverse opinions; studying and managing their time; and becoming involved with campus committees.

The majority of the TAP and nonTAP transfers stated that their interactions with community college faculty helped them to communicate with UCLA professors and teaching assistants. However, both student transfer groups stated that the UCLA faculty were far less approachable than community college faculty due to larger classes and the high utilization of teaching assistants. This perception is further validated by an evaluation report on the intellectual climate for undergraduates at the UCLA campus, whereby it was found that "UCLA undergraduates have very limited contacts with faculty and that student-faculty interactions occurred within a restricted range of settings (e.g. classroom and office) and are relatively infrequent" (Cardoza, 1986b).

Additionally, more TAP than nonTAP students felt comfortable dealing with diverse opinions. This discovery extends an earlier finding that, in contrast to nonTAP students, more TAP students felt they became aware of different ways of life, philosophies, and cultures (Table 18) and suggests that TAP students may have developed a larger capacity for coping with complex situations. It is difficult to estimate how much of this capacity building is the result of the TAP influences and how much is attributed to the students' personal development. But, most often, the TAP transfers cited that they felt comfortable with the different opinions offered by other UCLA students and professors.

Equally important, more TAP transfers than nonTAP transfers stated that their college experiences prepared them to manage their time better and to become involved in campus committees. However, both groups of transfers said that their adjustment to the quarter system was difficult and restricted the amount of time they could put into extracurricular activities.

Why Students Choose to Enter the TAP

Table 19 illustrates a wide range of student responses regarding who encouraged them to enter the TAP. One-quarter to a third of all TAP participants stated that they were self motivated to enter the TAP. Also, it is interesting to note that the most influential groups encouraging students to enter the TAP were faculty and counselors in high schools or community colleges. When TAP students and transfers were asked why they became involved with the program, the two highest response categories were: "because you are guaranteed admission to UCLA after completing the program with a 3.0 or better GPA" and "the TAP courses are more challenging than regular courses." Again these responses demonstrate that the students who chose the TAP knew what they wanted and how to prepare themselves for transfer to a senior institution. Overall, the composite of responses from the two questions raises the issue, is the TAP perceived by students as a better tracking system into a baccalaureate program or are students inspired by the program? It appears that students who chose to enter the TAP perhaps were influenced by both situations.

Satisfaction with Learning Experiences

Transfer aspirants were asked about their satisfaction with the community college experience (CCSEQ, 1989). Both student groups viewed their relationships with other students as friendly and supportive and found the faculty approachable, helpful, and supportive. When asked if they could start over again would they attend their current community college, both student groups responded affirmatively. However, an additional question was asked: "Given the choice, I would have completed my Freshman and Sophomore year at . . . ."(Table 20). NonTAP students more than TAP students said they would complete their year at the community college they were currently attending. Slightly greater than one out of four TAP students stated they would have preferred being at the UC, whereas about one in ten nonTAP students expressed the same desire. This response signals a significant satisfaction with the college experience, but it does suggests that TAP students may be less committed to the community college than nonTAP students. This lesser commitment may be primarily shaped by the TAP students being prepared from high school for the university and responding perhaps to the prestige factor of a UC campus. Still, this lesser commitment may also indicate that serious transfer aspirants, being intellectually inclined, ". . . may not identify with their institutions because they perceive

Table 19. Comparison of TAP transfer aspirants' and TAP transfer students' sources of encourangement to enter the TAP.

Question and Choices	Percentage of Responses TAP Aspirants (N=87)	 TAP Transfers (N=61)
Who encouraged you to enter the TAP?		
Family	3%	12%
Friend	14%	12%
Self	38%	26%
High School Teacher/Counselor	18%	7%
College Faculty/Counselor/Fac. Director	16%	38%
TAP Letter	2%	2%
Other	6%	2%
	98%	99%

Data sources: Student Background Surveys, Aspirants and Transfers, 1990.

Table 20. Transfer aspirants' retrospective choice of lower division on campus.

Items	Percentage of the Aspirants' Responses TAP Student (N=121)	 NonTAP Student (N=301)
Given the choice, I would have completed my Freshman and Sophomore years at...........		
This Community College	64%	70%
Another California Community College	2%	4%
A UC Campus	27%	12%
A CSU Campus	3%	9%
Some other school	5%	5%
Total	101%	100%

Data source: CCSEQ, 1989.

the dominant academic values to be at odds with their own" (Chapman & Pascarella, 1983). In other words, students serious about transfer may not view community colleges as intellectually stimulating or as academically acceptable as a university and in turn will be less inclined to become committed to the college.

Student Preparation for Community College Courses

In preparing for courses, TAP and nonTAP students were similar in that they frequently took extensive lecture notes and tested themselves on assignments by asking questions and they were less likely to plan ahead for course work (Table 21). Nevertheless, they were different in the respect that TAP students spent more hours per week preparing for classes than did nonTAP students (Table 22). This may be because TAP courses require extensive reading, researching, and writing. Additionally, TAP students more than nonTAP students stated that they frequently would relate what they learned in one course to what they were studying in other courses (Table 21). This type of studying is enhanced by the structure of the TAP courses. In the following chapter, TAP faculty explain how they incorporated interdisciplinary teaching into their classroom to provide the students with a more holistic approach to learning and to diversify their students' knowledge of concepts and ideas.

Quality of Effort in Learning

Besides the effort exerted by students to prepare for their courses, we wanted to know how learning was taking place at the community college and how it differed for the two student groups. The Pace-Friedlander CCSEQ college activities scales were used to measure the quality of effort students put into their learning. The scales measure class and activities, relationships with faculty and student acquaintances, library activities, experiences with counselors, and activities relating to planning to transfer (Tables 24 and 25).

For all seven scales, significant differences existed between TAP and nonTAP students. The TAP students responding to activities in all seven areas claimed they more frequently pursued these activities (Tables 23 and 24). Also, interestingly enough, both student groups were less inclined to meet with faculty and counselors. Fewer than 40 percent of the students interacted with faculty outside the classroom or counselors more

Table 21. The extent to which transfer aspirants prepare for their courses.

Items	Percentage of the Aspirants Responding Frequently and Always TAP Student (N = 121)	 NonTAP Student (N = 301)
In a lecture class I take extensive notes.	79%	78%
I plan a week in advance the times when I plan to attend class, study, work, etc.	36%	37%
When I study, I try to relate what I've learned in one course to what I'm studying in other courses.	60%**	46%**
I "test" myself on the assignments I read by asking myself questions about the material I read.	46%	44%

Data source: CCSEQ, 1989. ** p < .01 .

Table 22. The hours transfer aspirants spend studying or preparing for their classes.

Questions	Percentage of the Aspirants' Responses TAP Student (N = 122)	 NonTAP Student (N = 306)
Hours spent on studying or preparing for classes per week.		
Less than 10 hours	31%	45%
10 to 19 hours	39%	40%
20 or more hours	30%	15%
Total	100%**	100%**

Data source: CCSEQ, 1989. ** p<.01.

Table 23. Reliability coefficients for quality of effort scales.

Scale	Alpha Value
Class Participation	.80
Writing Activities	.78
Meeting with Faculty	.87
Student Acquaintances	.89
Library Activities	.78
Meeting with Counselors	.90
Transfer Activities	.81

Data source: CCSEQ, 1989. See Appendix C for scales' items and their loadings.

Table 24. Transfer aspirants' measurements on the quality of effort scales.

	Percentage of Students Stating that They were Involved in an Activity 3 or More Times a Year	
Activity	TAP Student (N = 122)	NonTAP Student (N = 306)
Class Participation	80%**	68%**
Writing Activities	56%**	40%**
Meeting with Faculty	39%**	27%**
Student Acquaintances	60%**	39%**
Library Activities	65%**	47%**
Meeting with Counselors	25%**	13%**
Transfer Activities	44%**	26%**

Data source: CCSEQ, 1989. ** $p < .01$.

than twice during the school year. Earlier in this chapter, student interviewees claimed that community college faculty and counselors were much more accessible than university staff. Therefore, this low utilization of staff resources by the students suggested that community college students do not avail themselves of the college's resources. In part, this may be due to the attendance status of the students, whereby the majority of the students are part-time. Even if they are full-time they may not stay long enough on campus to interact with the staff. Likewise, students viewing faculty and counselors as authority figures may be less inclined to interact with them due to their own uncertainties about what they know. Whatever the reason, further investigation of this phenomenon is needed.

Because the scales combined what Pace (1988) considers low and high level activities (e.g. using a dictionary as opposed to spending five hours or more writing a paper), higher level activities were identified for further analyses of the students' quality of effort. These higher level activities were taken from the scales of class, writing, faculty, library, and transfer, since these areas were of more concern in determining how students were influenced by the program. Given that each activity could be measured by its frequency of occurrence (e.g. "never did this" to "6 or more times"), the percentages of students averaging 3 or more times were calculated for the TAP and nonTAP groups (Table 25). In all cases the greater percentage of students engaging in higher level activities were TAP students.

Moreover, certain items showed a gap of 15 points or greater between TAP and nonTAP student responses (Table 25). With reference to the curriculum, more than two-thirds of the TAP students and less than half of the nonTAP students stated that they had frequently worked on a complex paper, spent at least five hours or more writing a paper, and had prepared a bibliography for a report. Regarding interactions with faculty and counselors, both TAP and nonTAP students had a tendency not to interact on a frequent basis. However, slightly more than one-third of the TAP students and one-fifth of the nonTAP students had discussed ideas for a term paper or class project with an instructor. Focusing on the students' pursuit of their transfer goals, about two-thirds of the TAP students and less than one-half of the nonTAP students seriously pursued information about transferring to a senior institution.

These findings suggest that the quality of effort put into learning and goal pursuit was not only greater for the TAP student, but also took place with higher level activities.

Table 25, Percentages of transfer aspirants engaging in higher level quality of effort activities, three or more times during the year at the community college.

	Percentages of the Aspirants' Responses	
Scale/Activity	TAP Student (N = 122)	NonTAP Student (N = 306)
Class Participation:		
Worked on a paper or project where you tried to combine ideas from different sources of information.	70%*	53%*
Summarized major points and information from readings or notes.	84%	75%
Did additional readings on topics that were introduced and discussed in class.	44%	37%
Asked questions about points made in class discussion or readings.	71%	63%
Writing Activities:		
Spent at least 5 hours or more writing a paper (not counting time spent reading or at the library).	68%*	55%*
Asked an instructor for advice and help to improve your writing.	38%	27%
Talked with an instructor who had criticized a paper you had written.	36%	22%
Meeting with Faculty:		
Discussed ideas for a term paper or other class project with an instructor.	37%*	20%*
Discussed comments an instructor made on a test or paper you wrote.	35%	23%

Data source: CCSEQ, 1989. * greater than a 15 point difference between groups. (continued on next page).

Table 25. (Continued) Percentages of transfer aspirants engaging in higher level quality of effort activities, three or more times during the year at the community college.

Scale/Activity	Percentages of the Aspirants' Responses TAP Student (N = 122)	 NonTAP Student (N = 306)
Library Activities:		
Prepared a bibliography or set of references for a term paper or report.	63%*	40%*
Asked the librarian for help in finding materials on some topic.	43%	30%
Found some interesting material to read just by browsing in the stacks.	50%	37%
Transfer Activities:		
Read printed information about a 4-year college or university that you were interested in attending.	73%*	58%*
Made an appointment with a counselor to discuss your plans for transferring to a 4-year college or university.	45%*	28%*
Identified courses you need to take in order to fulfill the lower division general education requirements of a 4-year college or university.	68%*	49%*

Data source: CCSEQ, 1989. * greater than a 15 point difference between groups.

Furthermore, the results support the notion that the TAP curriculum and program structure do indeed enhance the learning process for transfer aspirants and enlarges their social contacts with faculty and fellow students.

Summary

The profile of TAP student is illustrated two ways. One is that the TAP student is a high achiever. She/he is more likely to be self-directed, to take responsibility for her/his learning, and to work towards a long-term goal. The second explains how the student becomes involved with her/his learning. The student invests more time and energy into studies, and her/his quality of effort centers on high-level learning activities such as writing complex papers, researching topics, and discussing ideas for reports with faculty.

Given this information, to what extent does the TAP influence the students' involvement in their learning? Testimonies offered by TAP students and transfers imply that the TAP provides a structure that enhances the student's cognitive and affective development. From the cognitive aspect, the TAP students were taught to write clearly and to analyze information critically. As for affective aspects, TAP students built a tolerance for diverse ideas and cultures through classroom discussions and out-of-class meetings with instructors and students different from themselves. Also, by being involved with students pursuing a common goal (e.g. transfer), the TAP students maintained their momentum toward achieving their own goal of transfer.

In sum, the TAP appears to be acting as a goal focus/achievement model for transfer aspirants. The combined effects of the curriculum and social interactions experienced by the TAP students seem to support their goal and focus to transfer and to enhance their quality of effort in learning and preparing for transfer.

End Note

1. The term "eligibility" is used by California postsecondary institutions to describe the high school graduation status of a student relative to qualifications to enter the UC or CSU. The eligibility status is based in part on high school rank; for example, to be qualified to enter the UC directly from high school, a student must be in the top 12 and one-half percent of the graduating class and for the CSU the student must be in the top 33 percent of the class.

CHAPTER FIVE

The Faculty - Arbiters and Socializers

In many ways, community college faculty are different from their four-year counterparts. The world of work for community college faculty centers on heavy teaching loads and lower-division education, much of which emphasizes remedial and early collegiate skills. Because these institutional mandates dominate disciplinary incentives, the faculty spend most of their time covering broad subjects at the introductory level (Clark, 1987). Consequently, the faculty are generalists more than disciplinary specialists.

As Cohen and Brawer (1987) point out, the faculty transmit the concepts and ideas of knowledge through the curriculum. In this sense, they are responsible for structuring the conditions of learning for the students. However general their subject matter may be, the community college faculty remain the arbiters of the curriculum.

Equally, the faculty are the socializing agents of the college. They are the college officials with whom students have the most contact. These socializing agents function as both model and goal clarifier for the students (Bragg, 1976).

Acting as arbiters of the curriculum and major socializers within the college, the faculty influence the cognitive and affective capacity of the students. They impart to students not only knowledge and skills but also the acceptable behavior, values and attitudes not necessarily inherent in an individual for the performance of a particular role (Bragg, 1976).

In this chapter we discuss how faculty are selected to teach in the TAP, and the attitudes, perceptions, and behaviors of the community college faculty involved in the transfer function at the TAP colleges. Primary data sources such as the faculty survey and faculty interviews compare TAP faculty with nonTAP faculty responses. The nonTAP faculty comparison group are faculty who teach transfer courses at the community colleges but are not affiliated with the TAP. Other information was drawn from interviews with TAP faculty directors and students.

The TAP Faculty

How are faculty chosen to teach in the TAP? And what kind of faculty teach in the TAP? Faculty asked to teach TAP classes are chosen through a variety of processes depending on the structure set up by the faculty director. Usually, the faculty director decides who teaches in her/his program, but in other cases, the decision is made by the faculty.

> " We recruit [TAP] faculty a little differently [than other colleges]. The theory is that the faculty is recruited by the director of the program in consultation with the division chair. And that is a hard one. That is a very difficult thing to keep. We don't want to go on a seniority basis because some of us are not good at all things. And so far we have been OK in that. When we have a new course, I talk about it with the division chairs. I will also talk about it with my advisory committee and try to get feedback to get the best instructor . . . . Some division chairs have been resistant to this process. They feel that their best profs are being taken by the program." (TAP faculty director)

> "The [department] chairs select the faculty. I don't handle it at all . . . . Faculty who teach in the program are committed to honors students. However, we also have faculty who strongly support the program but choose not to teach in it. For example, one person who taught in the program found it was not exactly her thing. This faculty member felt that the program wasn't primarily geared toward the long-term needs of the minority students in the area. [Meaning that] many of the minority students coming into our college have very low GPAs and require remedial work. The faculty member wanted to work with these students."
> (TAP faculty director)

> "I generally ask faculty how much writing they require of their students and whether they would be interested in the program. I ask people who I think would be good for the program . . . . I generally ask people who would be exciting and challenging to the students. Some faculty don't want to participate in the program because the class size is sometimes too small. And, they don't want to teach classes of that size. Others don't want to give as much writing as the program requires them to give." (TAP faculty director)

Likewise, the faculty directors felt instructors teaching in the program were dedicated to the teaching and learning function. In particular, the TAP faculty were committed to high standards of teaching and to the affective development of students.

Realizing that the cadre of TAP faculty may themselves be self-selecting by their training, a preliminary analysis of faculty credentials was done. TAP and nonTAP faculty teaching transfer courses were compared by their level of credential (e.g. master's, doctorate, etc.) and the institution granting the degree (e.g. research university, comprehensive university, etc.). There were no differences between the faculty groups for either the type of credential or the granting institution.

Attitudes about the Transfer Function

What do faculty think about transfer? Questions were posed to faculty about transfer students and the transfer function (Table 26). More than two-thirds of both the TAP and nonTAP faculty agreed that transfer students would get a better start toward their baccalaureate degree at a community college and that transfer programs needed to be fully articulated with a number of universities. Further, about 90 percent of both groups disagreed that vocational education students should be given more assistance than transfer students. And TAP faculty more than nonTAP faculty strongly rejected the notion that transfer education needed to be de-emphasized in the colleges (0 percent v. 9 percent, respectively).

Earlier studies, by Cohen, Brawer, & Bensimon (1985) and by Rendon & Associates (1988) asking similar questions, suggested that attitudes held by the majority of the faculty in community colleges did not represent strong support for the transfer function. Two points are worth noting regarding these studies. First, the faculty samples in the earlier studies included about one-third vocational education faculty. The faculty sampled in this TAP study included only those teaching in the transfer programs. By eliminating the vocational education faculty, we restricted the variation of responses that would occur. Second, the earlier studies surveyed faculty in 1984 and 1986, respectively. Since the mid-1980's, more resources and much attention have been devoted to the transfer function by externally organized actors (e.g. national and state legislatures and philanthropic organizations). Legislated and philanthropic initiatives set forth to revitalize the transfer function have created a greater awareness and need for transfer activities in the community

Table 26. Faculty attitudes about transfer.

Questions	Percentage of Faculty Agreeing	
	TAP Faculty (N = 60)	NonTAP Faculty (N = 56)
Transfer students get a better start toward their BA at a community college.	73%	67%
Transfer programs at community colleges should be fully articulated with a number of universities and colleges.	91%	98%
Students who seriously intend to obtain a BA degree should begin their collegiate experience at a four-year college or university.	10%	11%
Students seeking job skills should be given more assistance than those intending to transfer.	0%	6%
This college would serve its community better if transfer education was de-emphasized.	0%*	9%*

Data source: Faculty Survey, 1990. * $p < .05$.

colleges (Cohen & Brawer, 1989). Adding testimony to the literature, faculty were cited in the TAP study as agreeing with the concept that the transfer programs at their colleges had improved greatly in the last four years (Table 11, Chapter three).

Faculty Attitudes about Honors Program

In Chapter three, faculty attitudes about the TAP were discussed relative to their support or nonsupport of the program. A more complex view of these attitudes emerged from questions addressing what faculty thought about honors programs in regards to student transfer aspirants (Tables 27A and 27B). Slightly more than 40 percent of the TAP faculty and about one-quarter of the nonTAP faculty agreed that students who intended to obtain a baccalaureate degree should begin their college experiences in an honors program at a community college. The difference of opinion between the faculty groups is most likely based on the premise that not all students intending to transfer would qualify to be in an honors program. When asked about who should be considered for the TAP, about 40 percent of the TAP and nonTAP faculty felt that all potential transfer students should be considered for the TAP. However, more nonTAP faculty than TAP faculty felt only students with high academic achievement should be considered for the TAP.

What are the faculty saying? The faculty interviews yielded mixed responses about transfer students and the role of an honors program. Most faculty concurred that standards in an honors program would be best maintained by admitting only motivated and academically able students. Yet, other faculty stated that high selection criteria (e.g. student GPAs of 3.0 or better in high school, etc.) for students to enter the program may not be the best criteria and, in fact, may be selecting out potentially able students. Many faculty indicated that they had students in their classes who should be in the TAP and were not in the program for one reason or another.

Also, faculty, mainly the TAP instructors, stressed that a program like the TAP was viewed as suspect in the context of the mission of the community college. As one faculty member stated:

Table 27A. Faculty attitudes about honors programs.

Questions	Percentage of Faculty Agreeing	
	TAP Faculty (N=60)	NonTAP Faculty (N=56)
Students who intend to obtain a BA should begin their college experience in an honors program at a community college.	7%	27%

Data source: Faculty Survey, 1990.

Table 27B. Faculty attitudes about honors programs.

Questions	Percentage of Faculty stating Always	
	TAP Faculty (N=60)	NonTAP Faculty (N=56)
Only students who have demonstrated high academic achievement should be considered for participation in the TAP.	56%	67%
All potential transfer students should consider being in the TAP.	43%	42%

Data source: Faculty Survey, 1990.

> " Some faculty believe that the TAP was inconsistent with the mission of the college. In effect, the program connoted elitism, whereas, this type of college is for everyone and programs should not be for a selected few." (TAP faculty)

Another faculty member said:

> " There is a core group of faculty at this college who believe in the TAP and what it represents. However, there is a larger contingency [of faculty] who do not support the TAP or even view our college as being a transfer institution. " (TAP faculty)

Moreover, TAP faculty directors felt that other faculty were suspicious of the intent of the program.

> " Some people already feel that they are already giving honors courses and that a separate honors program isn't necessary."

> " Faculty felt that an honors program would isolate the 'good' students and kept them from participating in regular courses or interacting with the 'average student.' "

Whatever concerns the TAP faculty raised about nonTAP faculty support, none of the nonTAP faculty interviewees offered any negative thoughts about the TAP or honors programs in their interviews. In fact, the nonTAP faculty interviewed seemed supportive of the TAP and agreed that the TAP and its affiliation with UCLA enhanced the image of the college as a transfer institution (see Chapter three).

Faculty Attitudes about Underrepresented Minority Students

Given that the California community colleges enroll about 80 percent of all minority undergraduates in California higher education institutions and that the TAP colleges enroll the greater portion of these students, what attitudes do the faculty at the TAP colleges have about minority students and the transfer function? (Table 28). Better than 70 percent of both faculty groups agreed that the college should develop special programs to help

Table 28. Faculty attitudes about minority students and the transfer function.

	Percentage of Faculty Agreeing	
Questions	TAP Faculty (N = 60)	NonTAP Faculty (N = 56)
The community college should develop special programs to help Hispanic and black students to transfer since they are underrepresented in higher education.	79%	71%
Compared to other students on this campus, Hispanic students are less likely to want to transfer.	48%	32%
Compared to other students on this campus, black students are less likely to want to transfer.	40%	33%

Data source: Faculty Survey, 1990.

underrepresented students transfer to senior institutions. And, less than half of the TAP faculty and one-third of the nonTAP faculty believed minority students were less likely to want to transfer. These responses suggest that community college faculty largely agree that opportunities for transferring students should include underrepresented students. But to what extent should minority students be targeted for entrance into honors programs like the TAP?

Faculty interviewed were asked questions about special admissions criteria being developed for minority students and if these students would benefit better from an honors program.

Overall, about half of all faculty interviewed were supportive of actively incorporating affirmative action principles into the TAP. About half of the TAP and nonTAP faculty felt special admission criteria should be developed for the TAP to include underrepresented students. And more TAP than nonTAP faculty felt that minority students would have greater gains from their community college experience if they were in the TAP. Expanding these views the faculty stated:

> " I absolutely feel that the present criteria screens out too many students who are really capable of handling the honors program. Further, I believe the criteria in the present form are culturally biased simply by focusing on GPA. If black and Hispanic students had the requisite skills, they would benefit immensely from the TAP." (TAP faculty)

> " Yes, [we need to change the present selection criteria] . Whatever can be done to get students involved would be wonderful . . . that is one of the criticisms I've had of the honors program - not enough minority students [are involved] . . . . Black and Hispanic students could benefit from the honors program by building their self-esteem and in turn increasing their self-confidence." (TAP faculty)

> " Yes, one of the pitfalls of the TAP is that it has been unable to attract black and Chicano students . . . . If black and Hispanic students are motivated and want to take advantage of the cutting edge of education, then the TAP would provide them with a wonderful experience. " (nonTAP faculty)

Table 29. TAP faculty attitudes about minority students and the TAP.

	Percentage of Faculty stating Always or Somewhat	
	TAP Faculty (N = 60)	
	Always	Somewhat
In order to encourage transfer of students from ethnic minority groups, the TAP should include minority students even if they do not meet published entrance criteria.	9%	63%
The TAP students should reflect the ethnic composition of the student body at this college.	29%	57%

Data source: Faculty Survey, 1990.

> " We've got to change admissions criteria to reverse discrimination . . . . Further, we need to provide an environment where all students can succeed and do well - not just courses that are watered down but courses that build academic knowledge and understanding." (nonTAP faculty)

TAP faculty responses to the Faculty Survey questions on affirmative action and the program revealed that on the average, faculty somewhat agreed that including minority students was a priority over the TAP admissions criteria (Table 29). Further, better than half of the TAP faculty felt that their program should somewhat reflect the ethnic composition of the college's student body.

Considering the TAP faculty responses, the TAP faculty interviewed felt that changing the TAP entrance criteria did not offer a solution for encouraging the participation of underrepresented students in the program. As they pointed out:

> " What I would like to see is a program developed to prepare students for the honors program. I would not like to see special admissions criteria being implemented. Students must be prepared and enter an honors program on equal footing." (TAP faculty)

> " We have done that [special admissions] here. You just need a B average here to be in [the program]. It would be tough for students to participate in honors courses if they didn't have that B average." (TAP faculty)

Overall, TAP faculty members felt it was necessary to keep the current admissions' standards to maintain the quality of learning the TAP offered. The issue of how to implement affirmative action into the TAP continues to be a source of concern for programs and colleges.

Perception of Institutional Support for the Transfer Mission

Community college faculty are more closely aligned with their college than with the disciplines of their departments (Clark, 1987). Consequently, the faculty's beliefs and attitudes are, in part, shaped by their associated college (ibid). Because the community college has been described as having multiple missions, a function like transfer may not receive appropriate attention when placed in a competing arena of multiple services for a varied clientele (Cohen & Brawer, 1989).

Wanting to know more about how the transfer function was valued by the TAP colleges, we asked faculty for their perceptions about how their colleges supported their various missions (Tables 30A and 30B). Over half of the TAP and nonTAP faculty stated that vocational education, general education, and the honors program were highly supported by their colleges. However, almost two-thirds of the TAP faculty, compared to less than half of the nonTAP faculty, considered developmental and remedial education as being highly supported by their college. This perception was further validated by faculty responses to the question about the college spending too much time and money on teaching remedial education. Significantly more TAP than nonTAP faculty agreed that the college was spending too much effort teaching remedial education. On the other hand, about 10 percent of both faculty groups agreed that their college was spending too much effort on teaching honors students. This suggests that TAP faculty were slightly less concerned with the remedial function of their colleges than were nonTAP faculty. Part of the TAP faculty's attitude may stem from the fact that the colleges had made little progress in linking their preparatory courses (i.e. remedial courses) with academic programs. The other part of the picture may be that TAP faculty were less concerned about the progression of remedial students into academic courses, although two colleges have instituted preparatory courses tied to the TAP. This latter point and examples from the colleges are discussed in detail in chapter seven.

Teaching Styles

To ascertain the effect of the TAP on faculty teaching in the TAP, both faculty groups were asked a series of questions regarding a change in their teaching styles over the past four years (Table 31).

The TAP faculty were significantly different from nonTAP faculty in the way they conducted their classes. The TAP faculty more frequently required students to do additional reading, to take essay exams, to do more library work, to attend concerts, museums, and lectures, and to do individual assignments and projects. Additionally, TAP faculty stated they required more writing assignments in class and read more multiple drafts of students' papers than did nonTAP faculty.

Table 30A. How faculty perceive their institutions supporting their various missions and the transfer function.

Questions	Percentage of Faculty who Perceive Function is Highly Supported	
	TAP Faculty (N=60) Highly	NonTAP Faculty (N=56) Highly
To what extent does the administration at your college support the following curricular programs?		
Developmental/Remedial.	63%	45%
Vocational.	53%	54%
General Education.	55%	67%
Honors.	51%	69%

Data source: Faculty Survey, 1990.

Table 30B. How faculty perceive their institutions supporting their various missions and the transfer function.

Questions	Percentage of Faculty Agreeing or Strongly Ageeing to Items	
	TAP Faculty (N = 60)	NonTAP Faculty (N = 56)
My institution spends too much time and money on teaching honors students.	7%	11%
My institution spends too much time and money on teaching remedial students.	23%**	0%**

Data source: Faculty Survey, 1990. ** p < .01 .

Table 31. Changes in faculty teaching styles over the past four years.

Questions	Percentage of Faculty responding More Frequently TAP Faculty (N=60)	NonTAP Faculty (N=56)
Compared to four years ago, I now:		
Require students to do additional reading.	76%*	54%*
Provide supplementary material in class.	82%	75%
Have students take essay exams.	88%*	66%*
Have students take objective (scantron) tests.	6%	17%
Require students to synthesize or evaluate information they are reading.	90%	85%
Emphasize class discussion.	85%	70%
Include more writing projects in class assignments.	83%*	63%*
Require students to do more library work.	71%**	49%**
Require students to attend concerts/museums/lectures.	43%**	26%**
Have students work in groups.	61%	57%
Have students complete group projects.	35%	31%
Read multiple drafts of students' papers.	46%**	29%**
Grade on the curve.	14%	12%
Require individual assignments/projects.	81%*	60%*

Data source: Faculty Survey, 1990. * $p < .05$; ** $p < .01$.

When interviewed about the changes in the classroom since the implementation of the TAP at their colleges, the majority of the TAP faculty noted changes in course delivery, testing, and their teaching styles, while only a few of the nonTAP faculty were aware of any changes .

Regarding changes in their classrooms and teaching styles , TAP faculty offered the following views.

> " [As a result of the program] I have started to team teach - combining the fundamentals of English with philosophy. This approach enriches the discussion and makes grammar rules more applicable to every day thinking and writing." (TAP faculty)
>
> " I emphasize more outside classroom activities such as mini-research projects." (TAP faculty)
>
> " With a smaller class I can engender more discussion and create a seminar environment. This gives the student a greater challenge each day. Also, this type of environment helps students apply what they know and allows them a greater interaction with each other. [As for testing] I give comprehensive take-home questions to answer. I grade the answers only if [the question is answered] satisfactory . If the student did not answer the question I return the assignment and ask for a more complete answer. Then I regrade the returned assignment." (TAP faculty)
>
> " Students are encouraged to take more responsibility for their learning. I ask them to become their own teachers by having them select the discussion topics and do research projects." (TAP faculty)

It appears that the changes in teaching styles have become more student-based. That is the responsibility of learning is shifted toward the student. Also, the changes in teaching styles suggest that the students are presented more challenges in learning course material.

Interactions with Students

The extent of faculty interactions and their effects on students has been studied by Wilson and Gaff (1975). These researchers state, "Faculty who make a significant impact on at least some of their students have been found to be more committed to teaching and appear to give more of themselves in terms of time, energy, and abilities in order to be effective with students." Considering this finding, we wanted to know if TAP faculty interacted with their students in a manner different from nonTAP faculty. In particular, did TAP faculty exhibit different behaviors in dealing with students who expressed a desire to transfer and with students in general.

This inquiry began with the question: " How often do you engage in the following activities?" A scale reflecting faculty interaction with students regarding transfer issues was constructed from a series of questions relating to how faculty members advised students about transfer (Table 32). The overall responses by both faculty groups to the scale items showed that there was no considerable difference between the TAP and nonTAP faculty in the way they interacted with students regarding transfer advice or activities (Table 33). This suggests that the TAP faculty teaching general education courses in the TAP colleges are similar to nonTAP faculty in their behaviors toward students with an interest to transfer.

Next, faculty were asked how they interacted with their students (Tables 34A and 34B). The overwhelming majority of faculty members in both groups stated they enjoyed informal interactions with students outside class. Additionally, the majority of the faculty members meet formally with students during their office hours, but they did not feel that students should only seek out faculty members during posted office hours. However, a very low percentage (less than 5 percent) of faculty had students frequently visit their homes, and a little less than 10 percent of the faculty members frequently had coffee or lunch with their students. This latter set of faculty responses are quite contradictory to the faculty statements about enjoying informal interaction with students outside the classroom. If faculty did enjoy informal interactions with students, then we assume that they would meet with students more often outside their class or office time. On the other hand, the type of informal interaction between faculty and students may not have been appropriately captured by the types of questions asked. For example, faculty may have frequent interactions with students through student advisement or attendance of plays or concerts.

Table 32. Scale of items relating to faculty interactions with students regarding transfer.

Items	Factor Loadings
Scale of faculty interactions with students regarding transfer interests.	
advise students on their intent to transfer	.55
advise students on course selection	.50
encourage students to transfer	.38
advise students where to transfer	.56
advise students on careers	.50
Scale Alpha	.70

Data source: Faculty Survey, 1990.

Table 33. How often faculty dealt with students regarding their interests in transfer.

	Percentage of Faculty responding Frequently	
Question	TAP Faculty (N = 60)	NonTAP Faculty (N = 56)
Interaction with Students regarding Transfer	47%	43%

Data source: Faculty Survey, 1990.

Table 34A. Faculty interactions with students.

Questions	Percentage of Faculty Who Agreeing	
	TAP Faculty (N=60)	NonTAP Faculty (N=56)
I enjoy informal interactions with students outside of class.	93%	95%
Faculty should consider students' social and emotional development.	75%	61%
Students should seek out faculty members only during posted office hours.	19%	14%

Data Source: Faculty Survey, 1990.

Table 34B. Faculty interactions with students.

Questions	Percentage of Faculty responding Frequently	
	TAP Faculty (N=60)	NonTAP Faculty (N=56)
I meet students during office hours.	81%	80%
I invite students to my house.	0%	4%
I advise students on their personal problems.	12%	13%
I have coffee or lunch with students.	9%	11%
I lend books to students.	41%	32%

Data Source: Faculty Survey, 1990.

If this is the case, then the questions presented in the Faculty Survey would not have indicated these faculty activities with students.

More than 60 faculty from both groups did feel that their student's social and emotional development was an important consideration (Tables 34A and 34B). Nevertheless, only a small percentage (less than 15 percent) of the faculty members stated they frequently advised students on their personal problems. As above, this latter response seems to contradict the preceding statement. The question remains, how do faculty, especially the TAP faculty, interact with their students?

The underlying philosophy and structure of the TAP is designed to support close relationships between students and faculty. Therefore, both faculty groups were asked: To what extent are you involved in mentoring your students? The majority of TAP and nonTAP faculty members stated that they mentored students. For the most part, faculty reported on their type of student mentoring rather than the extent of their mentoring. Mentoring students centered on issues such as career development, choice of major in relationship to transferring to senior institutions, and careers associated with certain majors. It appeared from the faculty responses that the kind of mentoring taking place did not necessarily span academic and social areas. That is, mentoring was viewed as an academic counseling session rather than a time to explore what the student wanted to develop personally for the future. Also, some nonTAP faculty commented that students could only be mentored if the student was open to being mentored.

Further, TAP faculty were asked if their interactions with TAP students were greater than those with nonTAP students. The larger portion of the TAP faculty stated that TAP students frequented their offices more often than nonTAP students. Some students came to talk about grades or assignments, and others sought out faculty to discuss related class topics or their intentions about a major. As TAP faculty members offered:

"Because classes are small, I have more rapport with them [TAP students]. I am able to spend more time with them developing a relationship."

> "Yes [there is a greater interaction]. They [TAP students] feel accepted when they walk into a class or your office. They know that faculty like honors students. I have to work less hard at establishing a rapport or relationship with honors students."

> "By far [I have more interaction with TAP students]. This is not only due to the small class size but also these students are more interesting to be around."

These responses suggest that class size definitely plays a large role in bringing together faculty and students. Furthermore, the type of individual in the class seems to influence the interaction between faculty and student. In this sense, the inquisitiveness of the student and/or the students' abilities appear to motivate faculty into taking a greater interest in developing a rapport with their students. This same phenomenon was explained by Wilson and Gaff (1975) in that the intellectual inquisitiveness and social concerns of students are most appealing to educators. Moreover, the relationships or rapports established between student and instructor are "characterized by a good deal of intellectual excitement." In this sense, TAP faculty members become more attracted to their students when they (the students) display concerns about their learning and how it relates to their overall goals and to society.

Summary

Acting as curriculum arbiters and institutional socializers, TAP and nonTAP faculty do differ in how they teach in their classrooms. Particularly, the TAP faculty emphasized student-based teaching and maintained that students accept responsibility for their learning. Consequently, they shifted from lecture to discussion in the classroom and centered learning activities on researching and writing about topics being taught. It can be argued that the small class size and the homogeneous grouping of high-achieving learners prompt these changes in teaching. But how and to what extent?

Bragg (1976) points out that the socialization process is also a reciprocal process: "Changes occur both in the person being socialized and in the person or group doing the socializing." In this sense, TAP faculty imparted knowledge and shaped the values of their students, while they in turn were being influenced by the way their students learned and what the students needed to know. Equally, the faculty were influenced by the purpose and affiliation of the program. Teaching in a program that is university influenced and supported and respected by their institution and colleagues, TAP faculty are rewarded for their high teaching standards and the job they perform in the classroom. Overall, the nature of the TAP appears to heighten the faculty's role in the teaching and learning function.

Additionally, the effects of the homogeneous grouping of students may have more to do with specific goal orientation than with student ability. Since the primary goal of every student and faculty member in the TAP is transfer, the effects of the TAP on faculty perceptions and attitudes may be that of a clear objective rather than one of student ability. In this sense, the shared goal of transfer dominated the teaching and learning function and the expectations of the faculty. By the presence of a clear objective, students and faculty worked together.

As for faculty attitudes about ethnically diversifying the TAP, faculty asserted that more needed to be done in this area. On one hand, faculty believed that the college should develop programs to prepare minority students for transfer. One the other hand, faculty were uncertain that changing the admissions' criteria for the TAP would provide a solution for encouraging more minority students into the TAP. Overall, the faculty believed that potential transfer students of any ethnic origin would benefit from the TAP experience, but if the student did not have the requisite skills required by the TAP, then the chances of success for the student would be greatly reduced. The question remains, do faculty understand options and strategies that could be pursued to increase the participation rates of underrepresented students in the TAP?

CHAPTER SIX

The Transfer Student

While the community college grade point average grade point average (GPA) remains the best single predictor of senior institution GPA of transfer students, it is obvious that other factors contribute to the performance and quality of effort of the community college transfer students. Phlegar, et. al., (1981) noted that the performance of transfer students in courses relevant to their specific majors at senior institutions was important to the success of the student. For example, students choosing to major in mathematics or science would perform better at the senior institution if their transfer GPAs were 3.0 or greater and they had completed all mathematic requirements for their major at the community college. Another study focusing on both performance and persistence revealed that the combination of transfer GPA and taking calculus in a community college contributed to high GPA performance and that taking calculus was also a predictor, although a weak one, of persistence (Cardoza, 1986a). A more comprehensive study of performance and persistence of community college transfer students, addressing predictors related to curriculum and socialization processes, was conducted at UCLA (Kissler, et al., 1981). Although community college GPA remained the strongest predictor of UCLA GPA, variables such as writing skills and amounts of unmet financial aid were factors influencing academic achievement of transfer students as well. Further, the transfer students who persisted at UCLA had higher quality-of-effort scores in writing on the College Student Experience Questionnaire,[1] had more A's in high school courses, were considered serious students by their peers, worked less than twenty hours per week, and had friends at UCLA before transferring.

As noted in Chapter one, the findings of the Kissler Study (1981) served as the basis for the foundation of the TAP. Regarding the Kissler Study and related issues, this final chapter of findings addresses two areas: (1) where community college students choose to transfer, and (2) the academic success (achievement and persistence) of the students who transfer to UCLA.

Information selected for this chapter was obtained from the CCSEQ, transfer aspirants and transfer student interviews, and the UCLA Office of Academic Planning and Budget. Information about transfers from the UCLA Office was drawn from junior level transfer cohorts for the 12 TAP colleges.

Institutional Preference of the Transfer Student

Transfer aspirants were surveyed as to what type of senior institution they intended to enter after the community college. Given this context ,we wanted to know the following: Do TAP and nonTAP transfer aspirants have similar preferences for senior institutions? Do minority, Anglo and Asian-American transfer aspirants have similar preferences for senior institutions? Are senior institutional preferences different for TAP and nonTAP transfer aspirants by ethnicity?

Table 35 shows the transfer aspirants' preferences for the types of senior institutions (e.g. UC, CSU, etc.). Slightly more than 70 percent of the TAP students desired to transfer to a UC institution while 27 percent of the nonTAP students preferred this type of senior institution. Additionally, 10 percent of the TAP students and 41 percent of the nonTAP students preferred a CSU campus.

For the most part, TAP students' choices of senior institutions were influenced by reputation and prestige, location, and program or major, where as nonTAP students' choices were based on program or major, and location. These results suggest that nonTAP students' choice of a transfer institution was pragmatically based, whereas the TAP students' view of continuing their education was enhanced by an institution's reputation and the prestige factor associated with attending a highly reputable college. Also, as emphasized earlier from interviews with TAP transfer aspirants, many of the TAP students chose the TAP because they viewed the program as a vehicle for admission to UCLA. Thus, TAP students had a clear sense of where they wanted to go after community college.

Furthering the investigation of institutional choices of TAP and nonTAP transfer aspirants, we wanted to know if minority students, as compared to Anglo or Asian-American students, expressed different preferences for senior institutions (Table 36). We find that among TAP transfer aspirants there was no ethnic difference in institutional preference, but among nonTAP aspirants, minorities were ten percent more likely to prefer a CSU campus to a UC campus than nonTAP Anglos and Asians. These findings suggest several things. First, students in the TAP with a goal of transferring to a research university may influence the choice of others in their group. That is, if a number of TAP students have a goal of transferring to UCLA, they could influence the choice of other students in the TAP. Second, the TAP structure itself is geared towards moving students

Table 35. Percentage distribution of transfer aspirants' preferences for senior institutions.

Institution	Percentage of Transfer Aspirants	
	TAP Students (N = 119)	NonTAP Students (N = 296)
UCLA	57%	14%
Another UC	14%	13%
CSU Campus	10%	41%
Private College	8%	12%
NA	10%	20%
Total	100%	100%

Data source: CCSEQ, 1989.

Table 36. Percentage distribution of transfer institution preference by ethnicity and TAP status.

Institution	TAP Transfer Aspirants		NonTAP Transfer Aspirants	
	Minority [a] (N=27)	Anglo/Asian (N=91)	Minority [a] (N=83)	Anglo/Asian (N=187)
UCLA	52%	60%	11%	16%
Another UC Campus	19%	12%	11%	14%
CSU	11%	11%	48%	36%
Private Institution	19%	6%	11%	14%
NA	0%	11%	19%	19%
Total	101%	100%	100%	99%

Data source: CCSEQ, 1989. (a) minority is African-American and Chicano/Latino

Table 37. UCLA transfer student demographics for junior level transfers from TAP colleges for the Fall 1988 cohort.

Characteristics	TAP Transfers (N=84)	NonTAP Transfers (N=395)
Age at entry to UCLA		
16 to 19 years old	8%	2%
20 to 22 years old	67%	50%
23 to 27 years old	6%	32%
28 years old or older	19%	16%
Total	100%	100%
Gender		
percent female	67%	54%
Ethnicity		
American Indian	1%	2%
Asian or Pacific Islander	25%	23%
African-American	1%	3%
Chicano/Latino	10%	13%
Anglo	58%	57%
Other	2%	1%
Unknown	2%	2%
Total	99%	101%
Transfer GPA		
2.0 or lower	0%	0%
2.1 to 2.7	1%	13%
2.8 to 3.3	41%	46%
3.4 to 4.0	58%	41%
Total	100%	100%
Area of Study at UCLA		
Engineering	4%	6%
Fine Arts	10%	8%
Nursing	0%	1%
Humanities	16%	20%
Life Sciences	21%	21%
Physical Sciences	7%	6%
Social Sciences	43%	37%
Unknown	0%	1%
Total	101%	100%

Data source: UCLA Academic Planning and Budget, 1989; Ackerman, 1989.

into research university programs. Several times a year TAP students are either brought on the UCLA campus or taken to UCLA sponsored events. In this way, the TAP attempts to build connections between the TAP students and the university. Third, as for the institutional choice of nonTAP minority students, it is conceivable that these students are selecting CSUs not only because of cost, programs, and location, but also because the CSUs have greater numbers of minority students (i.e. friends and support networks). Therefore, the nonTAP minorities may be attracted to the CSUs because they know these campuses have critical masses of minority students. This assumption remains to be investigated.

Demographics of Transfer Students at UCLA

We now turn the focus of this chapter to the transfer student. Since Fall 1987, TAP students have been transferring to UCLA. The analyses offered in the second part of this chapter are based on the Fall 1988 new junior transfers from the 12 TAP colleges. The transfers are compared by their TAP or nonTAP affiliations.

Table 37 displays the background characteristics, abilities, and areas of study of TAP and nonTAP transfer students . The TAP transfer students are younger and more likely to be female. The ethnic background of the transfers are similar. The average grade point average (GPA) of the TAP transfers in transferable courses (3.38) is higher than nonTAP transfers (3.18). Both TAP and nonTAP transfers are distributed across six areas of studies with heavy concentrations in social sciences, life sciences, and humanities.

Academic Achievement of the Transfer Student

TAP and nonTAP transfers were compared by third quarter GPAs (Tables 38 and 39). Overall, the TAP transfers have maintained a significantly higher UCLA grade point average than nonTAP transfers (2.99 v. 2.70, respectively).

Since the TAP and nonTAP transfer populations did differ in gender, community college of origin, and age, a sample of nonTAP transfers with similar characteristics and areas of study was matched to the TAP transfers for further analysis of GPA. Compared to the matched sample of nonTAP students, TAP students still maintained a significantly higher UCLA grade point average (2.99 v. 2.51, respectively).

Table 38. Percentage distribution of third-term UCLA GPAs for transfer students by TAP status - Fall 1988 cohort.

UCLA GPA	TAP Transfers (N=84)	NonTAP Transfers (N=395)
2.0 or lower	1%	17%
2.1 to 2.7	30%	29%
2.8 to 3.3	33%	28%
3.4 to 4.0	36%	26%
Total	100%	100%

Data source: UCLA Academic Planning and Budget, 1989; Ackerman, 1989.

Table 39. Comparison UCLA third-term GPAs for transfers from the 12 TAP colleges - Fall 1988 cohort.

Groups	TAP Transfers		NonTAP Transfers	
	N	GPA	N	GPA
Junior Transfers from TAP Colleges	84	2.99***	395	2.70***
Matched Pairs of Junior Transfers	84	2.99***	82	2.51***

Data source: UCLA Academic Planning and Budget, 1989; Ackerman, 1989. *** p< .001.

To determine the extent that certain student background variables influenced the academic achievement of the transfers, a multiple regression analysis was run using UCLA third-term GPA as the dependent variable. The correlation matrix for variables in the regression model reveals that UCLA GPA is significantly correlated with community college GPA,TAP status, age, and ethnicity (Table 40). This finding suggests that students with a high GPA in transferable courses who have participated in the TAP, will attain a high GPA at UCLA.

In the regression model of student background characteristics, the predictor variables explained 38 percent of the variance in UCLA grade point average (Table 41). By controlling for the effects of institution (i.e. high and low transfer institutions), the significant variables in the equation model suggest that students who participated in the TAP (B=.250), who are either Anglo or Asian (B=.334), and who are of general college age (B=.020), and who had a high transfer GPA (B=.704) are more likely to attain a high UCLA grade point average. Also, it should be noted that community college GPA was the strongest predictor of academic achievement at a senior institution in the equation which confirms other findings previously cited in this chapter.

Overall, the equation suggests that the TAP has played a role in the academic achievement of the students. As explained in Chapter four, students experiencing the TAP gained in building their cognitive capacities and in enhancing their affective or personal development. Testimonies given by former TAP students suggest that academic achievement of the TAP student at UCLA is most likely due to the emphasis given to writing and research in the TAP courses. This assumption is also supported by the findings in the Kissler study (1981), which state that the academic achievement level of the community college transfer is, in part, attributed to the writing activities of the student in the community college. Additionally, Astin's (1985, 1977) research on student performance suggests that students who are active in extracurricular activities tend to perform better than students who are less involved in campus affairs. If this is true then, again drawing from the interviews with transfer students, we find that once at UCLA the TAP transfers engage in extracurricular activities more than do nonTAP transfers. This behavior of club and committee joining was shaped, in part, by earlier experiences in the TAP where students were encouraged to invest more of their time in campus life.

Table 40. Correlation matrix for variables in regression model using UCLA GPA as the dependent variable.

	CCGPA	AGE	SEX	ETHNIC	GROUP	INST	UCGPA
CCGPA	1.000						
AGE	.173*	1.000					
SEX	-.056	-.164*	1.000				
ETHNIC	.095	-.094	-.104	1.000			
GROUP	.281***	.077	-.038	.006	1.000		
INST	-.123	-.185**	-.097	.223**	-.010	1.000	
UCGPA	.571***	.216**	-.069	.187**	.285***	-.020	1.000

Data source: UCLA Academic Planning and Budget, 1989. Variables' codes: dependent variable - UCGPA as ranged in table 38. CCGPA as ranged in table 38; AGE as ranged in table 37; SEX 1=male, 0=female; Ethnic 1=Anglo/Asian, 0=other; GROUP 1=TAP, 0=nonTAP; INST transfer institution 1=school transfers high % of students, 0=school transfers low % of students. * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 41. Regression coefficients for the model predicting UCLA GPA for junior level transfers of the Fall 1988 cohort. (N=165)

Variables	Unstandardized	S.E.B	Standardized
INST	.074	.126	.038
GROUP	.250*	.119	.133*
GENDER	.011	.122	.005
ETHNIC	.334*	.146	.144*
AGE	.020*	.009	.140*
CCGPA	.704***	.091	.501***
Constant	-.508		
R^2	.380***		
S.E.	.752		

Data source: UCLA Academic Planning and Budget, 1989. Variables' codes: dependent variable - UCGPA as ranged in table 38. CCGPA as ranged in table 37; AGE as ranged in table 37; SEX 1=male, 0=female; Ethnic 1=Anglo/Asian, 0=other; GROUP 1=TAP, 0=nonTAP; INST transfer institution 1=school transfers high % of students, 0=school transfers low % of students. * $p < .05$; ** $p < .01$; *** $p < .001$.

Persistence of the Transfer Student

Table 42 compares the attrition rates of TAP and nonTAP students. This preliminary finding reveals that the attrition rates for TAP students is one-half that of the nonTAP students. Also, this finding suggests that TAP transfers integrate better into the UCLA scene and therefore persist longer than do the nonTAP transfers. Much of the research on student retention by Tinto (1975, 1987) shows that "satisfying and rewarding encounters with the formal and informal academic and social systems of the institution are presumed to lead to greater integration in those systems and to student retention." (Terenzini, 1987). However, we must consider that transfer students, unlike "native" students at a university, are not advantaged by early integration into the university system. Therefore, when students transfer from a community college to a university they must begin to integrate into a new system. Earlier in Chapter four we discussed the nature of the TAP as being geared toward building the students' political capacity by teaching them to deal with diverse situations and academic systems. We hypothesize here that the political capacity building of the TAP students in the community college provides this advantage when they transfer into new academic settings. That is, the accumulation of the students' experiences in the TAP better prepares them to integrate into a university system.

The Most and Least Effective Aspects of the Community College Experience

To further understand the academic experiences of the transfer students, we asked them to identify the most and least effective aspects of their community college experience. Table 43 arrays the most frequent responses of the transfers. This summary reveals that, with reference to the most- and least-effective experiences reported by transfer students from community colleges, the TAP student is more focused on the issue of preparation, while the nonTAP student is concerned with institutional issues such as scheduling and course articulation.

Table 42. Percentage of attrition rates for junior level transfers of the 1988 Fall cohort.

Attrition Rates	TAP Students (N=84)	NonTAP Students (N=395)
Left UCLA during or after Fall 1988	1%	3%
Left UCLA during or after Winter 1989	2%	5%
Projected attrition rate of students leaving UCLA during or after Spring 1989	4%	8%

Data source: UCLA Academic Planning and Budget, 1989.

Table 43. The frequently cited community college experiences that were noted to be the most or least effective experiences by transfers from TAP colleges.

	Student Status	
Rated Experience	TAP Transfer	NonTAP Transfer
MOST	course preparation especially in writing interaction with instructors organization and focus of the TAP	flexible class schedule
LEAST	level of course work in nonhonors courses preparation for the quarter system	level of course work managing time counseling dealing with course articulation

Data Source: Transfer Student Interviews, 1990.

The precise experiences of the students are captured in the following quotes.

" [The most effective aspect was] . . . scholars [TAP] courses. [My] instructors told me that the scholars courses represented the type of work I could expect at UCLA and I found that to be true. [The least effective aspect was] . . . the 18-week semester system. It was difficult to make the transition to the 10-week quarter system at UCLA after experiencing the semester system in the community college." (TAP transfer)

" [The most effective aspect was] . . . good honors [TAP] courses. Also there was lots of personal support. The profs were accessible and the [TAP] counselor contributed to the positive experience I had [at the community college]. [The least effective aspect was] . . . some of the nonhonors courses were excellent but many of them were "mickey mouse". (TAP transfer)

" [The most effective aspect was] . . . my interaction with professors was the most effective and gave me confidence. [The least effective aspect was] . . . not enough competition in the classes. It was difficult because teachers don't want to discourage students. Also, my counselor was not supportive and didn't help with the transfer process. The bad counseling [I received] caused me to stay an extra year at the community college." (nonTAP transfer)

" [The most effective aspect was] . . . good teachers, in particular the philosophy class [brought me to] new and interesting ways of thinking. [The least effective aspect was] . . . level of the courses was down but you got out what you put into it." (nonTAP transfer)

The comments of minority students brought out similar conclusions.

"They [the community colleges] need to be harder on students. We, as students, need a more rigorous class schedule. Felt like I was in high school with older people." (nonTAP student)

> "Easier at UCLA [to form study groups]; people are more into what they are doing; they stay on campus." (nonTAP student)
>
> "Did not finish high school. I had a good calculus background at [the community college]--actually better than some UCLA students. At [the college], we would use UCLA's library so I felt very comfortable [after transfer]" (TAP student)
>
> "[Honors courses] expected more of students, more writing, more depth of understanding." (TAP student)

Summary

This chapter has examined two areas regarding the effects of the TAP on its students.

The first area centered on transfer aspirants' choices of senior institutions. By and large, the TAP transfer aspirants chose to transfer to research universities (UCs) more than did their nonTAP counterparts. As explained elsewhere in this report, a number of students entering the TAP had already decided that they would transfer to UCLA or another UC campus. However, it is unknown to what extent these students influenced the selection process of other TAP students.

Regarding the institutional preference of nonTAP transfer aspirants, there were major differences in institutional choices between minority and Anglo/Asian-American nonTAP students. That is, a significant percent of nonTAP minority students selected CSU campuses, while their nonTAP Anglo/Asian-American counterparts preferences were almost equally split between UC and CSU campuses.

The overall findings on institutional preference of the transfer aspirants suggest that TAP students, as opposed to nonTAP students, were more likely to transfer to a university because TAP students not only found the programs desirable but also wanted to go to a college with a known reputation of excellence. NonTAP students chose senior institutions based on their programs and location.

The second area investigated the extent that the TAP affected the academic performance and persistence of students once they had transferred to UCLA. The TAP transfer students, in contrast to the nonTAP transfers at UCLA, maintained a higher GPA and persisted at a greater rate. Overall, these findings suggest that the nature and focus of the TAP enhanced the cognitive and political capacities of transfer aspirants by building their writing and research skills and by creating an environment that promoted the student's understanding of how academic systems work.

End Notes

1. When Kissler administered the College Student Experiences Questionnaire to transfer students, the students were directed to reflect on their experiences in the community colleges from which they originated.

2. A multiple regression analysis was run using UC GPA as the dependent variable and all of the independent variables as listed in Table 41 except for community college GPA. The significant variables in this equation model were TAP status, age, and ethnicity. The final model suggested that students with high UC GPA's were from TAP programs and were female, older, and Anglo.

CHAPTER SEVEN

Discussion and Policy Implications

This study was designed to assess the effects of the TAP on its participating community colleges, on the faculty teaching in the TAP, and on the students who are or have been enrolled in the program. The conceptual framework and research questions of the study guided inquiries into how the interinstitutional nature of the program influenced the colleges; how the TAP influenced the curriculum, teaching styles, and the interactive climate between students and college staff; and how the TAP enhanced student access with an emphasis on minority students and the likelihood of success for all transfer students (e.g. persistence and academic achievement). As revealed in the previous chapter, the ultimate effects of the TAP were on students who completed the program and who subsequently transferred to a research university. These students had significantly better academic grade point averages (GPAs) and persistence rates than transfer students who had not been involved with the TAP. Our investigation of these students' "success" story involved unraveling a complex quilt encompassing the interplays between the institution, faculty, and students in teaching and learning. The following sections address the major findings of this study from educational policy perspectives relating to the transfer function and offer suggestions and recommendations to enhance the community college transfer function.

Support of the TAP by the Colleges and the Intra- and Interinstitutional Influences of the TAP

To what extent is the TAP supported by its affiliated colleges? The TAP commitments agreed upon by UCLA and its 12 community colleges have guided the structure and function of the TAP. The commitments appear to have been an active force in the institutionalization of the TAP on the college campuses. However, the extent of institutionalizing the TAP varied by campus depending on the resources devoted to the program, its advisory group structure, and its linkages with other campus programs relating to the transfer function.

Evidence provided by this study suggested that the TAP was highly institutionalized in colleges where there was sufficient allocation of human, fiscal, and physical resources (e.g. clerical support, a budget for program activities, a site for program location, etc.) devoted to program operations. Additionally, reassigned time, given to both the TAP faculty director and counselor to manage the TAP, was also an important ingredient in assuring that the program operated smoothly. Moreover, the colleges that had linked the TAP to their other institutional programs and activities, such as a retention program, a core set of advanced general education courses, etc., appeared to have more than sufficient numbers of students wanting to enroll in the program.

The report indicated a frustration of TAP directors about institutional definition and fiscal support of the TAP. The interviews suggested that for administrators, the TAP serves its primary purpose as a recruiting tool. The TAP faculty perception was that more funds and effort are put into the recruitment of students, using the name of UCLA as a lure, rather than in the maintenance of a consistent program. This perception may have reflected the divergence between the high level of faculty-counselor commitment and the lack of a coherent plan and the already mentioned necessities of a budget, a space, and program continuity (e.g. offering advanced courses and linkages with student services programs that focus on retention).

Are the costs of maintaining a program structure like the TAP difficult to justify? The TAP requires a budget, space, clerical help, research help, reassigned time, and institutional commitment to be a successful program. And as previously mentioned, reassigned time for the TAP faculty directors and counselors, and formal responsibilities for faculty-administrator advisory groups are required to ensure that the program works to its fullest capacity with a focused set of goals. The program requires a full set of sophomore-level or advanced courses to ensure that the students in the TAP can complete their general education and preparation for the major requirements on time and before transferring to a public senior institution in California.

Overall, an investment in a program like the TAP produces a number of results for a college. One set of results is the increased professionalism and classroom challenge for the faculty. The TAP provides an opportunity for faculty members to become directly involved in the institution's transfer process and to try out new teaching methods. Another result is that students experiencing the program will have acquired the necessary cognitive skills and have developed appropriate attitudes and behaviors to be successful competitors in a university setting.

How has the interinstitutional nature of the program influenced the college? The university's prestige attracts many individuals, especially high-achieving high school graduates. The prevailing wisdom in local communities, before the TAP was initiated in 1985, was that the community college was the last place to go if you wanted to get into a status university. As noted in this report, over the last two to three years (Chapter 4, Table 19) increasing portions of TAP students indicated that their high school teachers and counselors were responsible for their entering the TAP. Thus, it appeared that the TAP is beginning to reverse the notion that community colleges are low-status institutions. Further, this information suggests the program has had an impact on the way students perceive their options of entering four-year colleges and universities.

Would community college students be more likely to enter the TAP if they knew the positive correlation between the TAP and their achievement and satisfaction? Probably not. Like freshmen applicants, transfer aspirants focus on the immediate goal of admission to the university. Transfer has to be a joint institutional commitment on behalf of the student and structured into the community college-university relationship. The glue of the project is some level of guaranteed admission to the university as a result of an increased academic effort (taking enriched courses) on the part of the students and an accelerated effort to promote transfer as a packaged and coherent program by the community college.

Structuring students' goals into a program is also an institutional responsibility. The structure of the TAP requires an initial audit of a common goal (e.g. transfer) and establishes a program to achieve that goal. The transfer function should not be an amorphous set of courses but a plan of institutionally set requirements emphasizing academic effort. The periodic audits of students made by the TAP faculty director and counselor indicate progress, marked by completion of requirements, rather than seat time at the community college. Instead of counting the number of units a student has completed, faculty and counselors address the academic preparation of the student and place it in of the students' educational goal. Further, the TAP faculty take it upon themselves to ensure that students will not only be admitted to the university but will be prepared to achieve successfully and will receive their baccalaureate degrees in a timely fashion. Where most transfer programs have the goal of university admission, the TAP, in the hands of the community college faculty, is a goal-oriented/achievement model.

The Influence of the TAP on the Teaching and Learning Function

How has the TAP influenced the curriculum, teaching styles, and the interactive climate between students and college staff? Inter- and intrainstitutional commitments provided the impetus for change in both the curricular and socialization arenas. Changes occurring in the curriculum and class structure have affected the perceptions and behaviors of the faculty and students in relation to the way faculty teach and the amount of effort students put into their learning. More so, the effects of class size and the orientation of the program, that is transfer, have provided a common focus and purpose for faculty and students.

Acting as curriculum arbiters and institutional socializers, the TAP and nonTAP faculty did differ in how they taught in their classrooms. The TAP faculty emphasized student-based teaching and maintained that students accept responsibility for their learning. Besides the writing, research, and reading components of TAP curriculum, the TAP faculty developed a more student-focused classroom. This strategy enhanced the students' role and responsiveness in class and reinforced a reason for the student to be in class. As a result, the TAP students had better class attendance and preparation. Also, the interdisciplinary approaches in teaching exposed the students to diverse thoughts and helped them to develop a tolerance for different ideas, philosophies, and cultures.

Why are the attitudes and behaviors of the TAP faculty different from the nonTAP faculty? Regulating the range of student ability, class size, and student goal focus has affected the way faculty teach. Both survey and interview reports indicated that the TAP faculty perceived the TAP student to be different from the nonTAP student in many ways. One major difference perceived by the TAP faculty was that the TAP students were academically more capable than nonTAP students. Consequently, the TAP faculty expected more academic work from the TAP students. Also, the TAP faculty emphasized that the small size classes afforded them opportunities to turn their classes into seminars where students could debate and argue as well as explore multidisciplinary perspectives. Additionally, the effect of small classes allowed the faculty to become more familiar with their students capabilities and goal interests. And in more subtle ways, the effects of having a group of students serious about their educational goals, particularly that of transfer, created an environment where both faculty and students felt that they were working toward a common goal.

These changes in teaching also appeared to have a pronounced effect on the students, such that, the TAP students reported they exerted a greater quality of effort in their learning than nonTAP students. If the students' quality of effort rises to meet higher expectations of the faculty, then what happens to the nonTAP student? Interviews with nonTAP faculty members indicated that faculty think they are offering these skills, but the student quality of effort in nonTAP courses is clearly lower. Although nonTAP faculty said that they edited drafts of students' papers, many of the nonTAP students stated that they were not asked to write long papers including bibliographies. The comment of a nonTAP faculty that a particular question by a student was above the level of the course was meant to be reassuring to the students, but instead communicated to the class that the limits of student ability would not be stretched. The nonTAP classes are aimed toward the mean of the class. The increased quality of effort of TAP students to meet the rigor of the classes and the student's comment, "they (TAP faculty) treat us like we have brains" (Chapter three) suggested that TAP students were being developed both cognitively and affectively. The expectations and attitudes of the TAP faculty contributed to not only building cognitive capacity (i.e. academic knowledge) of the student but also enhancing the students' affective capacities by developing academic self-confidence and a tolerance for diversity.

The Socializing Aspects of the TAP

What are the various aspects of the TAP that act as socializing forces exerting influence on faculty and students? The socialization processes of the TAP appeared to be a three-way interplay between the program, the faculty, and students. These various socializing processes seemed to have an effect on the "talent development" of both students and faculty.

As previously discussed, the common goal of the TAP, itself, provided a focus and purpose for faculty and students to work in concert toward achieving that goal. Weidman (1989) points out, "In terms of socialization, the more fully integrated an individual is into a group, the greater is that group's capacity for assuring a reasonably high level of normative compliance among members." The TAP students interviewed referred to the program classes as having "more serious" students and students who had a "commitment" to transferring to a senior institution. This answer reflects the sense that students identify commitment as the key factor to success rather than intelligence. Therefore, they stated that it was easier for them to maintain their interest in transfer and exert a greater effort in learning. Additionally, from earlier evidence, the TAP faculty and counselors encouraged their students to become involved in campus committee and clubs as well as partake in UCLA and other four-year colleges' sponsored events. In this sense, the TAP students taking advantage of these activities were integrated into the academic community and developed more of a goal orientation as a result of their associations.

Wilson and Gaff (1975) assert that increased interactions between faculty and students is often characterized by common interests and intellectual excitement. The majority of the TAP faculty indicated that there was a greater interaction between them and TAP students than with nonTAP students. And, the students responses to the CCSEQ scales on faculty and counselor interactions showed that the TAP students compared to the nonTAP students were significantly more inclined to interact with faculty and counselors. In particular, TAP students were more likely than nonTAP students to discuss ideas with faculty members about a paper or a project and/or talk with a counselor about their educational plans. For the most part, the high level of interaction between TAP faculty and students seemed to be supported by common interests, the small class size, and the demand of the curriculum (e.g. research papers, etc.). This higher level of interaction, when positive, also validated the student for her/his interest in transfer and the learning process.

Informally, there was a socializing process within the TAP that suggested the combined effects of the program's curriculum, activities, and interactions with the faculty developed a "political capacity" within students. This political capacity refers to the student developing an understanding for how academic systems work and a self-confidence of how to manipulate them. Part of this political sense seemed to be derived from aspects of the "hidden curriculum." That is, the unspoken and unwritten rules defining faculty expectations for students' academic performance (Synder, 1971 cited in Weidman, 1989). Furthermore, the positive interactions with faculty members helped build the students' self-confidence in dealing with authority figures. The other two factors contributing to political capacity building were the curriculum and affiliated program activities. As discussed before, the TAP curriculum shaped the student's critical thinking by offering different view points and emphasizing synthesis of ideas. In this respect, the students developed their capacity to analyze situations. Also, the program activities, such as committees, clubs, and UCLA events, affiliated with the TAP either provided the students with insight as to how colleges operated or with important contacts at the university. In sum, the amount and type of student exposure with the faculty, the cognitive aspects of the curriculum, and the involvement in recognized student groups and university-sponsored activities appeared to help the TAP student build a political capacity to cope with academic environments.

The socializing aspects of the TAP also appeared to assist in the development of faculty professionalism and the role that faculty played in the transfer function. As discussed earlier, the faculty teaching the TAP seemed to have renewed their interests in the teaching and learning function. Stimulated by the single focus of the program, small class size, better prepared students, and students with a goal and interest in learning, the TAP faculty had changed their teaching styles and curriculum to meet the challenges of the program. Additionally, the TAP's affiliation with UCLA appeared to have instilled a sense of pride in TAP faculty members. In this way, TAP faculty knew that the courses they taught were equivalent in breadth and depth to the lower-division courses offered at the university. And, that the students they taught, who subsequently transfer to the university, would be competitive contenders with other students already enrolled at the university.

On another note, because of the weight of the faculty in the process of academic preparation for transferring students to senior institutions, the faculty need ownership of the transfer function. With the TAP's emphasis on faculty/counselor involvement and having a faculty director operate the program, the program had heightened the faculty's commitment to the transfer function. In return, the TAP had appeared not only to evoke faculty interest in the transfer function but also to awaken faculty members' concerns about how well their students perform after transfer. Overall, the socializing aspects of the TAP for the faculty had begun to restore their sense of professionalism and their role as major arbiters of the curriculum.

The Influence of the TAP on Student Access and Ethnic Diversity

How do the colleges recruit students for the TAP and in particular recruit minority students? The community colleges tended to concentrate their formal TAP recruiting energy on high-achieving high school students and students entering the college with reasonable skills. Most colleges use informal means for recruiting minority students already at college. One TAP faculty director indicated that the traditional methods of recruiting, such as speaking to classes and groups, inviting students from particular ethnic groups to TAP meetings, and asking faculty to recommend minority students, are not very effective.

Just how effective have the colleges been in ethnically diversifying their TAPs? The data in Chapter 2 revealed two things. First, the TAP colleges compared to California community colleges, overall, had higher percentages of students transferring to the UC campuses since the implementation of the TAP. Although other situations in addition to the TAP may be responsible for this increased transfer rate to the UC campuses, the TAP most likely has been a major influence. Also, since 1988, the numbers of students entering the TAP and subsequently transferring to UCLA has increased by 15 percent. This increase of student flow into the TAP and to UCLA suggested that students serious about transferring, particularly to a university, viewed the TAP as a reliable vehicle to help them reach their goal. Second, since 1988 the ethnic breakdown of TAP transfers to UCLA showed that while the majority of the transfers were Anglo or Asian, the numbers of minority TAP transfers have increased. The overall percentage of minority junior transfers from the 12 TAP colleges has maintained at a 15 percent level, with the TAP transfers at a 12 percent level.

Why haven't the colleges been able to improve the flow of minority students into the TAP? Of the TAP faculty, counselors, and administrators interviewed, some stated that the four-year colleges and universities were attracting most of the eligible minority high school graduates. And, many of those interviewed indicated that little could be done in ethnically diversifying the TAP without altering the programs' admissions' criteria. In other words, TAP faculty and counselors felt that many of the minority students already in the community colleges were not academically prepared to do the TAP course work. Many minority students seem to cluster in preparatory and vocational programs, however, finding ways to attract minority students would enrich the diversity of the TAP and would offer, to those students ineligible to UC from high school, the opportunity to model successful student behavior and to learn how to negotiate the world of academe.

From other evidence produced by this study two interesting phenomena emerged. For the most part, evaluation and assessment of students' progress and outcomes in college programs is not done in a formal and systematic manner. Therefore, the information about student flow known by faculty, counselors, and administrators is mainly drawn from institutional records showing aggregate forms of data relating to the percentages of students attending the college in categories such as day/evening, full-time/part-time, etc. Although, in broad sense, this information establishes a student profile for the college, it is not very useful information when evaluating the functioning of programs or the impact of a program on the students. Few colleges have actually established data files on individual students, and even fewer institutions have produced longitudinal data on individual students' progress within the college. The lack of information about students' progress within an institution leaves the faculty, counselors, and administrators to rely on institutional folklore and anecdotal information to justify why their programs are not achieving certain goals.

Equally important, many of those interviewed for this study characterized the TAP as being an option for high-ability students serious about transferring to a senior institution. When asked if this option was built into an overall plan of transfer for the institution, linking the TAP with other transfer activities, many of the faculty, counselors, and administrators stated that their TAP was part of a menu of transfer options that were not necessarily linked together. For the most part, the TAP was viewed as a self-contained program with its own faculty director and counselor. The notion of a self-contained program operating in isolation within the context of transfer may, in part, explain why certain colleges have low TAP enrollments and more so why the TAP is not reflecting ethnic diversification found within the colleges. If many of the minority students at community colleges are enrolled in preparatory and non-transfer programs, then they may be less familiar with the TAP and other transfer efforts. Moreover, if the process of transfer at the institutions is a collection of fragmented activities which operate as single entities, then how do students get the message that the process of transfer requires both short- and long-term goal setting (e.g. acquiring the appropriate skills, taking the right courses, maintaining a career oriented focus, etc.)?

The TAP Model and Policy Implications for the Transfer Process in Community Colleges

The TAP is a goal-focused achievement model which posits that for community college students to develop an academic commitment to transfer and an ability to negotiate the complex environment of educational institutions, as well as to be prepared to deal with university curriculum, the college must make a serious commitment to transfer. This commitment should not be based on a set of courses or fragmented activities operating in isolation from one another but on a institutionalized process that would link together counseling and instructional units and bring together the main instructional areas of basic skills, vocational and academic education. The TAP model contains the elements that enhance not only student goal setting but also student learning and success after transfer.

The transfer process in most colleges now appears to begin and end in the counseling arena with little formalized coordination with instructional units. Based on the nonTAP student responses in this study, the consequences of this arrangement suggest that students are less likely to understand the transfer process and view it as collection courses they must take in order to be eligible to transfer. For TAP students, the logistics of transfer recede in importance because they are addressed through on-going counseling activities which include counselors and faculty. The counseling tools, such as the Baccalaureate Degree Plan (see Appendix A) indicating student progress toward their goal, and the assumption that the curriculum is packaged to streamline the student progress toward transferring while ensuring academic rigor, provide a focus for the student. This transfer package is part of a goal-setting model that does not assume that students will sort their way through the perils of the transfer process but does emphasize that the transfer process requires linking counseling with the curriculum.

As for encouraging more minority students to transfer, the transfer process in the community colleges will require an effort on the part of faculty, counselors, and administrators to begin linking programs together. In particular, preparatory and pretransfer programs need to be built into the transfer function. These linkages would help to establish the continuity of course delivery and to develop a goal focus for students. Recently, some of the TAP colleges have begun to develop programs that target "at risk" students, students who might not finish college or students who might not otherwise attend college. For example, a Transfer Opportunity Program (TOP) at one college identifies Chicano/Latino students who appear to be academically able but do not have the requisite skills to enter the TAP. These students are offered paired courses of mathematics and English as well as a transfer course that works on writing, reading, note taking, transfer savvy and career plans. Students successfully completing the TOP enter the TAP. Another example in transfer linkages is a joint venture, the Supergraduate Program, between a TAP college and a nearby high school. High school students from underrepresented groups and low income families take courses at both the school and college during their junior and senior years. The curriculum is designed so that the students after high school graduation will enter community college, perhaps as sophomores, taking TAP and required transfer courses. Upon completion of their transfer requirements, the students have the option to transfer to UCLA or other universities.

Finally, the achievement of a goal, particularly transfer, for a student is only half of the transfer process. The other consideration is the preparation the student receives through course work. Discussed elsewhere in this chapter were two critical issues regarding academic preparation. One centered on developing the students' cognitive skills and the other on enhancing the academic self-confidence of students. The success of the TAP transfer in academic achievement and persistence at UCLA is no mystery. The influential components of the TAP curriculum are extensive writing, reading, research, and the challenges offered to the students to think critically using different perspectives. The impact of these TAP components on student learning and the ability to compete in a university environment are evident by their high GPAs and persistence rates. The question remains as to why these TAP components are not in all courses? Obviously, the degree of writing, reading, and research offered in the TAP cannot be precisely duplicated in courses. However, students do need to know how to write, how to present an argument, how to use a library to collect information for their presentations, and how to create a bibliography to evidence their research. These components are a necessity for the cognitive development of any student. Equally, the challenges and viewpoints in the classroom are crucial for not just developing students' thinking about issues but also for encouraging them to challenge information. Why do faculty feel that their teaching expectations should be lowered if their students aren't necessarily high-ability individuals? The previous questions, derived from findings in this study, highlight that the overall community college curriculum could better prepare students cognitively and affectively to deal with four-year college and university course work.

We close this report with a set of recommendations aimed at improving the transfer process and transfer education. These recommendations are drawn from the conclusions presented in this chapter and elsewhere in this report.

- Implement a student tracking system to provide information about student progress in the college's educational programs. This tracking system should include information about the individual student's educational goals, educational plans, and courses attempted or passed.

- Implement program evaluation models which include the usage of student data pertaining to who enrolled in the program, who left the program, and why they left the program. Additionally, colleges need to evaluate their programs annually. This evaluation should also review the amount of writing, reading, and research required in each course within the program. At minimum each course should require students to do a writing/library project.

- Involve all faculty members and counselors in the planning of transfer programs. This planning would include using student tracking and assessment data to establish the need and to determine the focus of such programs. This process would provide a context for college staff to understand the transfer process and might build a greater commitment among the staff members for the transfer function.

- Link their preparatory and vocational educational programs with transfer curricula. Basic skills courses, particularly, in writing and reading need to be directly connected to courses offered for transfer. Vocational programs offering a certificate of completion should focus their students on obtaining an associate degree that requires transferrable courses or on taking courses designated for transfer.

- Connect counseling service programs such as, retention, mentoring, matriculation, etc. with their instructional programs. Additionally, using the TAP as a model, instructional transfer programs should contain the components which help students build their short- and long-term goals regarding transfer and a career that requires a baccalaureate degree. In particular, the instructional transfer programs should include a monitoring of students progress and a directing of students to courses meeting transfer requirements.

- Implement student services and instructional programs that will focus minority students on building short- and long-term goals pertaining to transfer and future careers requiring a degree.

- Establish formal academic linkages with high schools. These formal linkages should be characterized by special programs that will promote and/or enhance the colleges' transfer function by selecting higher potential students who may or may not be academically achieving.

Overall, these recommendations address the successful components of the transfer process and transfer education in the community colleges. These components are characterized by inter- and intrainstitutional linkages, institutional assessment, planning and commitment, and the academic preparation of the students. Together the components lay the underpinnings for colleges to enhance and to promote their transfer function. Without these components in place, the community colleges will not be able to meet the challenges they face in working effectively to prepare their students for further education and career development.

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APPENDIX A

TAP Commitments

Student Ethnic Diversity Meetings' Agendas

Undergraduate Admissions' Letter to Students Interested in Attending UCLA

College Catalogue Announcement of the TAP

Baccalaureate Degree Plan

Community College Commitments:

(+ indicates "essential"; o indicates "recommended" activities)

Structure and Administrative Support

+ Establish the president of the community college, or vice president of academic affairs, as responsible administrator for the program.
+ Provide released/reassigned time for a faculty director and counselor to coordinate the program and to act as liaisons with UCLA.
+ Provide adequate administrative and clerical support services to facilitate the efficient operation of the program.
+ Develop an organized structure (i.e. Honors Program, Scholars Program, Transfer Alliance program) officially represented on college governance and/or advisory bodies.
+ Establish on-campus locations for the program to promote student-faculty-counselor interaction and dissemination of information. Included should be offices for the program director, counselor and an assembly place for students.
+ Develop and implement a plan for evaluation and accountability.

Academic Standards

+ Offer a core of enriched general education courses and major courses and science laboratories, in as comprehensive a manner as possible.
+ Guarantee that courses necessary for transfer to UCLA will be offered regardless of enrollment.
+ Monitor student progress each semester and involve faculty, as well as counselors, in advising on preparation for majors and general education requirements.
+ Establish performance criteria for students in the program: entrance criteria; maintainance criteria; completion criteria.
+ Develop mechanisms to certify completion of the program and entitlement to guaranteed priority admission and communicate to TAP the names and identification information on these students.
o Work to increase student academic preparedness to increase student retention.
o Request (and/or utilize) performance information from UCLA and other transfer institutions to evaluate student academic success after transfer.

Interinstitutional Linkages

o Develop Faculty Alliances with feeder high school faculty to implement the California K-12 Reforms (Model Curriculum Standards and Frameworks) and to provide continuity between secondary and postsecondary curriculum.
o Encourage participation of faculty in UCLA Faculty Alliances.
o Communicate effectively with Academic Senate to create understanding of and support for TAP.

Student Recruitment

- + Encourage a culturally pluralistic group of students to participate in the TAP and to aspire toward a baccalaureate degree.
- o Identify continuing students and encourage those who satisfy (or have the potential to satisfy) the admissions standards to enter the program.
- o Develop attractive, descriptive materials including program name, logo, motto (or other distinctive identification) to explain and promote the program.
- o Organize promotional, informational meetings at the high school or college level for prospective students and their parents trying to achieve a culturally pluralistic group of students.

Student Services

- + Provide effective communication links among students-faculty-counselors, i.e. newsletters, bulletin boards, in-class announcements.
- + Encourage utilization of UCLA Outreach Services, articulation agreements, catalogs, informational pieces.
- o Involve students in organizing student-alumni associations with specifically scheduled programs and activities during the academic year.
- o Involve alumni who have transferred to four-year institutions in meeting with current students to discuss the transfer experience; encourage mentor relationships.
- o Provide transfer workshops and visits to university campuses on a regular basis.

UCLA Commitments:

Interinstitutional Linkages

- + Encourage the perception of the community college as a transfer institution.
- + Develop interinstitutional policy on issues addressed in the California Master Plan for Higher Education and in reform legislation such as Title V.
- + Jointly develop research and evaluation projects to benefit the interinstitutional relationship between UCLA and community colleges and to identify those activities that positively affect student transfer and retention.
- + Facilitate transfer with current articulation agreements, preparation for major agreements and policies such as options for meeting UCLA requirements in place on entering the TAP program.
- + Provide a CAIP representative, upon request by the community college, at TAP, faculty or Senate meetings. Provide accurate and timely information on admission, academic and counseling issues.

Academic Support

- + Sponsor Faculty Alliances to encourage faculty-to-faculty dialogues for professional understanding and articulation in a variety of disciplines; include high school faculty in the Alliances to facilitate the relationship with community college faculty;
- + Provide academic leadership to help the community colleges coordinate with other UC campuses and with CSU campuses.
- + Involve community college faculty as participants and leaders in CAIP interinstitutional activities with college and K-12 faculty.
- + Provide useful performance information to evaluate student academic succes after transfer including comparisons within the TAP college and with other colleges.

Student Recruitment

- + Encourage high school seniors to enter the TAP by sending a "Community College Option Letter" to all freshmen applicants denied admission.
- + Highlight the TAP option to high school and junior high school students at UCLA presentations to schools and joint UCLA/community college presentations. Develop a handout to be used by UCLA Outreach personnel that contains information similar to "Community College Option Letter" (above).
- + Define a program to identify reverse transfer students and arrange their reentrance to UCLA from the community college.

Student Support

- + Offer guaranteed priority admission to TAP graduates and work to provide similar commitments from other UC campuses.
- + Provide TAP students with special privileges such as UCLA College library cards, visits to departments and classes, tickets to cultural and sports events, and academic-based visits to the campus.
- + Develop curriculum planning tools such as the College of Letters and Science Baccalaureate Degree Plan for use by all TAP students, counselors, and faculty.

May 1989

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Graduate School of Education

OFFICE OF THE DIRECTOR
CENTER FOR ACADEMIC INTERINSTITUTIONAL PROGRAMS
GAYLEY CENTER
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1372

April 11, 1989

To: TAP Colleagues (see enclosed list)

From: Gayle Byock, Paula Schneiderman Gayle Paula

Subject: TAP Council Meeting

Program: **Recruitment and Retention of Underrepresented Students:**

- o - Speakers: **Eftihia Danellis**, Teacher, English and Humanities, Dorsey High School; **John Gonzales**, Counselor and Coordinator, Santa Monica College Hispanic Student Center (former Counselor, Los Angeles High School); **Manuel Excarcega, Michelle Morgan**, TAP Students
- o - Small group discussions: Bring with you information pertinent to the topic, e.g.:
  - Recruitment procedures at your college for underrepresented students;
  - Data on underrepresented students at your college and in your TAP program;
  - Ideas for recruiting and retaining targetted students.

Time: **Thursday, April 27,** Complimentary lunch - **12:00.** Meeting - **1:00 - 3:00.**

Location: **Santa Monica College,** Center for the Humanities, Room 104. Map enclosed.

Directions and Parking: I 405 (San Diego Freeway) to I 10 (Santa Monica Freeway), exit at Bundy **South.** Continue south to Airport Avenue (4th traffic signal). Turn right. Pass three stop signs. Center for the Humanities is on the left. Park in the lot just past the building. If full, go back to the lot before the first stop sign and take shuttle bus to the Center.

Please call Barbara Bilson at **(213) 313-9326** or **450-4744** by **April 21** to RSVP for lunch reservations and/or attendance at the meeting. See enclosed list for people who have been invited from your college. If anyone else should be invited who has particular experience with recruitment and retention of underrepresented students, please let Barbara know.

Enclosures:
Map of Santa Monica College, CENTER FOR THE HUMANITIES
List of Invitees

cc. Patrica Taylor, Joan Clemons (CAIP)
Lewis Solmon, Eva Baker (GSE)
Rae Lee Siporin, Veda Veach, Cecilia Pineda, Alfred Herrera (UARS)
Ned Alpers, Jane Muratore, Sue Norton (L&S)

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GAYLEY CENTER
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1372

December 14, 1989

To: TAP Colleagues (see enclosed list)

From: Gayle Byock, Paula Schneiderman GB Paula

Subject: TAP Council Meeting

Program: **High School/Community College Connection:** SUPERGRADUATE Model for Increased Academic Relations with High Schools **and** Increased Enrollment of Minority Students
- **Pat Drummond,** coordinator, West Los Angeles College
- **Frances Jorjorian,** English department, West Los Angeles College
- **Donna Smith,** English department, Hamilton High School

Review of UC Transfer Publications
- **Dan Nannini,** TAP counselor, Santa Monica College

Report from TAP Directors Council
- **David White,** Glendale College

Time: **Thursday, January 18, 1990 1:30 - 3:30**

Location: **West Los Angeles College,** Ruth Winlock Lounge, Learning Resouces Center

Parking: Lot 8 (see enclosed map). Please note the directions on the map. Getting from the San Diego Freeway to West L.A. College is tricky.

Please call Paula Schneiderman at (213) 206-6661 if you are unable to attend.

Enclosures:

cc. Patrica Taylor (CAIP)
Lewis Solmon, Eva Baker (GSE)
Rae Lee Siporin, Veda Veach (UARS)
Ned Alpers, Jane Muratore (L&S)

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LOS ANGELES, CALIFORNIA 90024-1372

October 17, 1990

To: TAP Colleagues

From: Gayle Byock, Paula Schneiderman

Gayle Paula

Subject: TAP Council Meeting

Program: *Strengthening Honors Through Diversity*: Strategies that Work and Don't Work

Panel: **Brad Reynolds** (moderator)
Barbara Bilson
Pat Drummond
Bob McLeod
Steve Wallace

Student Focus (Interim Report): **Paula Schneiderman**

Announcements and Business

Time: **Thursday, November 15, 2:00 - 4:00 p.m.**

Location: Pasadena City College, President's Conference Room (Building C, Room 201)

Parking: See enclosed Special Event Parking Permit with campus map. Present permit at kiosk at Lot No. 11 on Colorado Boulevard. Leave permit on dashboard.

Further information: call Dorene Kaplan, 213-825-7749, or Paula Schneiderman, 213-206-6661

Enclosure

UCLA

UNDERGRADUATE ADMISSIONS AND RELATIONS WITH SCHOOLS

IF YOU ARE STILL INTERESTED IN ATTENDING UCLA....

The University of California (UC), including UCLA, encourages students to enter the University at the freshman or junior levels. Students can complete most lower division requirements at a community college and transfer to a UC as a junior. If you do not enter a UC campus as a freshman, you may wish to enroll in a community college for two years and transfer as a junior. UC campuses and the California community colleges cooperate to assist students in transferring to the University.

If you want to graduate from UCLA, consider the UCLA TRANSFER ALLIANCE PROGRAM (TAP).

- Twelve community colleges (listed below) offer an enriched program for students planning to transfer to UCLA.
- The TAP colleges have guaranteed to offer all courses necessary for transfer and have designated specific counselors and faculty mentors to work with students interested in UCLA.
- Students who successfully complete the TAP and satisfy the UCLA advanced standing admission requirements are guaranteed priority consideration for admission to the UCLA College of Letters and Science.

Transfer Alliance Program (TAP) Colleges and Contact Persons

College of the Canyons
Hite Program
Brad Reynolds
26455 N. Rockwell Canyon Road
Valencia, CA 91355
(805) 259-7800 x330

East Los Angeles College
Honors Program
R. David Weber
1301 Brooklyn Avenue
Monterey Park, CA 91754
(213) 265-8939

El Camino College
TAP Program
Robert S. McLeod
16007 Crenshaw Blvd.
Torrance, CA 90506
(213) 715-3202

Glendale College
College Scholars Program
David B. White
1500 N. Verdugo Road
Glendale, CA 91208
(818) 240-1000 x261

Long Beach City College
Honors Program
Cliff Ueijo
4901 E. Carson Street
Long Beach, CA 90808
(213) 420-4354

Los Angeles City College
Honors Program
Howard Cohen
855 N. Vermont Avenue
Los Angeles, CA 90029
(213) 666-4468

Los Angeles Harbor College
Honors Transfer Program
Chris McCarthy
1111 Figueroa Place
Wilmington, CA 90744
(213) 518-1000 x272

Los Angeles Pierce College
Honors Program
Lawrence Krikorian
6201 Winnetka Avenue
Woodland Hills, CA 91371
(818) 719-6455

Los Angeles Valley College
Honors Program
Joe Frantz
5800 Fulton Avenue
Van Nuys, CA 91401
(818) 781-1200 x216

Pasadena City College
Block Program
Phyllis Mael
1570 E. Colorado Blvd.
Pasadena, CA 91106
(818) 578-7428

Santa Monica College
Scholars Program
Barbara Bilson/Dan Nannini
1900 Pico Blvd.
Santa Monica, CA 90405
(213) 313-9329 or 313-9326

West Los Angeles College
At West Program
Bernard Goldberg
4800 Freshman Drive
Culver City, CA 90230
(213) 836-7110 x207

RS:32028916M

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THE SCHOLARS PROGRAM/AT-WEST

(A TRANSFER ALLIANCE PROGRAM/TAP)

FOR STUDENTS WHO TAKE THEIR EDUCATION SERIOUSLY

West Los Angeles College's Transfer Program, the ***Scholars Program***, provides an opportunity for high achieving students to complete their lower-division requirements and transfer with priority junior admission to UCLA, USC, or other four-year colleges or universities. The Scholars Program is designed to challenge baccalaureate degree oriented students with intense university-level instruction standards, and course content.

In addition to the challenge of courses that emphasize critical thinking, reading, and writing in an interdisciplinary setting, the program offers support in the form of tutoring and close faculty student interaction.

Accordingly, enrollment is limited to students who have maintained a 3.0 grade point average in high school or in 15 units of transferable college courses, who are eligible for English 101, and who have completed the application process for the program.

To receive Honors credit status, students need to complete a minimum of 18 units of Scholars courses at West Los Angeles College, complete courses necessary for transfer as a junior and maintain a B average.

FOR FURTHER INFORMATION about The Scholars Program, please call 202- 5520 or contact Bemard Goldberg in BI-2021, 836-7110, ext. 207

FEATURES OF THE PROGRAM

- Guaranteed priority admission to UCLA's College of Letters and Science upon completion of the program.
- Priority admission to USC's College of Letters and Sciences, School of Business Administration, School of Engineering, or School of Education upon completion of the program.
- Small liberal arts college environment and close contact with faculty mentors.
- Special events coordinated with universities.
- Field trips to such locations as the L.A. County Museum of Art, Museum of Contemporary Art, Huntington Library and Gardens, and L.A. Theatre Center complement class discussion.

The courses listed on the following page are Scholars courses. We recommend that full-time students enroll in 6 units of Scholars courses each semester.

All courses fulfill general education requirements.

BEST COPY AVAILABLE

THE SCHOLARS PROGRAM/ AT-WEST

Boccaccio (bottom right) takes down a story; from a French edition of *The Decameron*, c. 1467

The following core courses in The Scholars Program are open only to students enrolled in the program. These are the only courses available for Scholars credit this semester, and we recommend that full-time Scholars students enroll in at least two of these and part-time Scholars students enroll in at least one.

English 101
College Reading and Composition I
(3) UC:CSU
11 - 12:30 TTH Goldberg

This interdisciplinary course teaches students to analyze significant texts from the humanities, social sciences, and natural sciences (e.g., Plato, Aristotle, Lao Tzu, Machiavelli, Rousseau, Nietzsche, Freud, Jung, Bacon, Darwin) and to write critical essays in response to these texts.

Philosophy 1
Introduction to Philosophy 1
(3) UC:CSU
11 - 12:30 MW Prince

Students will be introduced to a critical analysis of traditional problems of knowledge, metaphysics, philosophy of science and philosophy of religion.

History 1
Introduction to Western Civilization I
(3) UC:CSU
5:30 - 7 MW Lanahan

This course provides a broad historical study of significant cultural, economic and political ideas and events, from the rise of civilization in the Near East to the ancient world of the Greeks, the Middle Ages, and the Renaissance.

English 203
World Literature I
(3) UC:CSU
5:30 - 7 TTH Larsen-Litt
Prerequisite: English 101

An interdisciplinary course that analyzes masterpieces of world literature (in translation). The course surveys texts from the Ancient World, the Middle Ages, and the Renaissance that have influenced and reflect ideas in literature, philosophy, politics, psychology, and science.

BEST COPY AVAILABLE

UCLA

College of Letters & Science
Transfer Alliance Program (TAP)
Baccalaureate Degree Plan

Today's Date ____________________

Quarter & Year Applying for Admission (actual or anticipated) ____________________

The student named below is preparing for transfer to UCLA in the Transfer Alliance Program at ________________________ ________________________ College and is committed to completion of a specified program with a 3.0 GPA. The program will include completion of 56 transferable semester units in a pattern that satisfies admission and degree requirements, submission of application materials within the priority application period for the term desired, and completion of any standard admissions requirements to UCLA. This form should be used for program planning along with UCLA **Transfer Admissions Requirements** sheet, **General Education** articulation agreement, and **Preparation for the Major** guidesheet. The UCLA **General Catalog** should be consulted as the final authority.

A copy of this page only should be sent to the UCLA TAP office when the student enrolls in the program. An updated and **completed** form will be sent to the UCLA TAP office when the student files an application for transfer.

Social Security Number: _ _ _ - _ _ - _ _ _ _

Student Name (PRINT) ____

Letters & Science Division (check one): Humanities ____ Life Science ____ Social Sciences ____ Physical Sciences ____

Major ________________________________
(This form applies to Letters & Science Majors)

I authorize release of the information in this Baccalaureate Degree Plan to the UCLA Transfer Alliance Program.

____

Student Signature Date

Counseling Record	**Date**	**Reviewed By:**	**Title**
Orientation to TAP			
Program Planning			
TAP Certification			

Published Cooperatively by:
Undergraduate Admission and Relations with Schools • 1147 Murphy Hall • 405 Hilgard Avenue • Los Angeles, CA 90024-1436
CAIP Transfer Alliance Program • Gayley Center 304 • 405 Hilgard Avenue • Los Angeles, CA 90024

EV: 0804902M Revised 4/90

Please fill out this form carefully and completely. Add an asterisk (*) to courses which are core curriculum and/or "H" to Honors courses. Complete only one box under Work Completed, Work in Progress or Work Planned area. Any high school deficiencies (particularly English and math) should be incorporated into program.

I. **Proficiencies** (not required if the Transfer Core Curriculum is *completed prior to transfer*)

Enter semester/year in **appropriate** column

	Course name and number	# Semester units	Work completed and grade	Work in progress	Work planned
English Composition					
Quantitative Reasoning					
Foreign Language					

II. **Preparation for Major** (list all courses required). **Important!** Some majors **require** that specific courses be completed **before** transfer. Refer to UCLA catalog or major sheets available from your program counselor.

Major: ____________________________________

Enter semester/year in **appropriate** column

Course name and number	# Semester units	Work completed and grade	Work in progress	Work planned

III. Transfer Core Curriculum (all courses must be completed prior to transfer)

The **Transfer Core Curriculum** is an option to facilitate transfer of qualified students to the University of California. It specifies subject areas and courses which, **if completed prior to transfer,** will satisfy the lower division General Education or Breadth requirements at any campus of the University of California. You may follow the *official* Transfer Core Curriculum of your community college. **If completed** before enrolling at UCLA, you are exempt from lower division General Education requirements of the UCLA College of Letters and Science, School of the Arts or School of Theater, Film and Television.

Enter semester/year in **appropriate** column

Foreign Language: Two years High School with grade of C or better; equivalent college courses or College Achievement Test score of 550 or better; score of 3 or better on AP Language exam.

English Composition: Two semesters (transferrable courses only). May not use credit earned from AP exam.

Mathematics/Quantitative Reasoning: One semester (at least 3 units) mathematics; or Math SAT score of 600 or College Achievement Test score of 550 or better; score of 3 or better on AP Math exam.

Arts and Humanities: Three semesters (at least 9 units). At least one course in each area: Arts and Humanities. May not use credit earned from AP exam.

Social and Behavioral Sciences: Three semesters (at least 9 units). May not use credit earned from AP exam.

Physical and Biological Sciences: Two semesters (at least 7 units). At least one course must include a laboratory. May not use credit earned from AP exam.

Course name and number	# Semester units	Work completed and grade	Work in progress	Work planned

IV. General Education Requirements (check requirements for specific majors on articulation sheets) — Not required if Transfer Core Curriculum is *completed prior to transfer.*

Enter semester/year in **appropriate** column

	Course name and number	# Semester units	Work completed and grade	Work in progress	Work planned
Physical Science (8 semester units)					
Life Science (8 semester units)					
Social Science: Historical Analysis (2 courses)					
Social Science: Social Analysis (2 courses)					
Humanities (one from literature plus 3 more courses)					

V. Electives (transferable courses not applied in I, II or III)

Enter semester/year in **appropriate** column

Course name and number	# Semester units	Work completed and grade	Work in progress	Work planned

VI. Transfer Admission Requirements

Met By:

Math ______________________

English ______________________

Other ______________ ______________________

VII. Other relevant information (i.e. other colleges attended)

____

____

____

VIII. Units and GPA

1 – Number of semester units completed to date: ______________ GPA: ______________

2 – Number of additional semester units planned before enrollment at UCLA ______________

TOTAL semester units ______________ (at least 56 transferable units required for transfer)

Note: This Baccalaureate Degree Plan (BDP) is a **planning document** intended to facilitate appropriate preparation for transfer. The information provided above should be complete and accurate and include work at all colleges attended.

Send completed Baccalaureate Degree Plan to: UCLA Transfer Alliance Program, Gayley Center 304, 405 Hilgard Avenue,
Los Angeles, CA 90024, Attn: Paula Schneiderman

APPENDIX B

Methodology

METHODOLOGY

This section provides detailed information on how validity and reliability were addressed by the study design, the sampling methods used in surveying and interviewing, and the analyses employed to assess the data.

Research Design

The overall study's validity and reliability were maintained through a variety of research applications. Most importantly, community college researchers and practitioners assisted in the design of the case study protocol and the questionnaires used in this study. The case study protocol was used as a major tactic to increase the investigation's consistency of measurement and to assist in establishing a chain of evidence. Construct validity was addressed through the usage of multiple data sources (e.g. descriptive information, interviews, and paper surveys) assessing the key concepts set forth in the study's conceptual model and by the operationally defined variables. Internal validity was retained through pattern matching between dependent and independent variables. And, the identified patterns were used to suggest relationships between events. Finally, replication logic was used in analyzing survey and interview responses of the students, faculty, and administrators.

Before data collection took place the case study protocol, containing the purpose of the study, the conceptual framework, a listing of variables, and the research questions, was sent to eight field reviewers (see Appendix D for the reviewer's list). The reviewers, representing areas of research (e.g. state policy analysis, etc.) or practicing positions (e.g. dean of matriculation, etc.) in community colleges, gave oral or written comments on the protocol.

Colleges in the Samples

The colleges used in surveying and interviewing are cited in table B-1.

Table B-1. The TAP colleges used in samples for surveys and interviews.

Colleges	Surveys			Interviews	
	CCSEQ [a]	Faculty	Student Background	Key Informants	Faculty/ Aspirants/ Transfers
Canyons	X				
East LA [b]	X	X	X		
El Camino	X	X	X		
Glendale [c]	X	X	X	X	X
Long Beach	X	X	X		
LA City [b]	X				
LA Harbor [b] [c]	X	X	X	X	X
LA Pierce [b]		X	X		
Santa Monica [c]	X	X	X	X	X
West LA [b] [c]	X	X	X	X	X

(a) Community College Student Experiences Questionnaire. (b) Los Angeles Community College District Colleges (c) Colleges that comprised the in depth study consisting of both surveying and interviewing.

To maintain as much consistency of measurement as possible during surveying and interviewing, the colleges used were drawn from the pool of colleges responding to the 1989 Community College Student Experiences Questionnaire (CCSEQ). Two exceptions were made. First, one college was eliminated from furthering sampling because it had a pre-dominantly nonminority student enrollment. Second, one college was substituted for another because further data gathering at the first college was difficult to carry out.

Sampling Methods for Surveys and Interviews

Sampling methods were designed for paper surveying and interviewing.

Different kinds of surveys were administered to transfer aspirants at the community colleges; to community college faculty; and to TAP transfers at UCLA. Students completing the CCSEQ, were transfer aspirants in community college sophomore-level Spring 1989 classes, planning to transfer to a senior institution in Fall 1989. Surveys were administered to the students during the 7th or 8th week of the quarter systems or during the 11th or 12th week of the semester system in transfer classes (see table B-2 for return rates). The colleges' liaisons selected classes, where students were surveyed, according to the level of the class (i.e. sophomore-level) and its transfer status (i.e. course had been articulated with the UC system). Transfer aspirants and community college faculty completing the Student Background Survey (SBS) for Transfer Aspirants and the Faculty Survey, respectively, were selected by TAP faculty directors. The faculty directors at each of the TAP colleges were asked to distribute the Student Background Questionnaire to 15 TAP and 15 nonTAP students in transfer courses and the Faculty Questionnaire to 10 TAP faculty and 10 nonTAP faculty teaching transfer courses but not TAP courses. It was suspected that the selection of transfer aspirants for SBS and faculty members for the Faculty Survey were not randomly chosen as they could have been due to availability and willingness of individuals to complete the surveys. The Student Background Survey for Transfers was mailed to all incoming UCLA Fall 1990 TAP transfers (see table B-2 for return rates). These students represented a universal sample of TAP transfers for Fall 1990.

Interviews were conducted with key informants, TAP and nonTAP faculty, transfer aspirants, and students transferring from the TAP colleges to UCLA. Interviewees were from four of the twelve TAP colleges. Key informants represented TAP team members (i.e. college president, TAP administrators, faculty directors, and counselors). In cases where individuals were new in their positions (e.g. a recently appointed TAP counselor), the individual and his/her predecessor were interviewed (see Appendix D for list of interviewees).

Faculty and transfer aspirants interviewed were selected by TAP faculty directors. The faculty directors were asked to submit the names of ten TAP and nonTAP faculty members (nonTAP faculty were defined as those teaching transfer courses but not TAP courses) and ten TAP and nonTAP students (all students were identified as transfer aspirants). All individuals whose names were submitted were contacted by phone for an interview. As evidenced in Table B-2, not all individuals could be contacted due to wrong numbers, timing because of the holidays, or refusal to engage in an interview. Additionally, faculty directors were asked to balance the transfer aspirants' samples by sex and ethnicity. However, most of the aspirants interviewed were white.

The TAP and nonTAP transfers selected for interviewing were randomly drawn from lists of students received from the UCLA Registrar's Office. This sample of student transfers was balanced by sex and the year they entered UCLA (either Fall 1988 or 1989). Further, the transfer student group was over-sampled for black or Hispanic students (i.e. two minority students for each white student). The sample was designed to control for the effects of sex, length of time at UCLA, and ethnic or cultural perceptions. All students targeted for this sample were interviewed.

Table B-2. Number and rates of responses to surveys and interviews.

Survey/Interview	Sent/Targeted	Returned/Hits	Rate
Surveys			
CCSEQ [a]	900	507	56%
Faculty Survey	160	116	73%
Student Background			
Aspirant (CC)	240	134	56%
Transfer (UCLA)	122	61	50%
Interviews			
Key Informants	19	18	95%
Faculty	40	29	73%
Aspirants (CC)	40	31	78%
Transfers (UCLA)	30	31	100%

(a) Community College Student Experience Questionnaire.

Survey Instruments

As listed in table two (Chapter One) several survey instruments and interview schedules were used in this study (see Appendix D for survey and interview instruments). This section describes what the instruments and schedules were designed to measure and how they were reviewed for construct validity and reliability.

Community College Students' Experiences Questionnaire (CCSEQ)

The CCSEQ developed by Robert Pace (UCLA) and Jack Friedlander (Santa Barbara City College) was designed to measure the quality of effort that community college students invest in their learning. The questionnaire items assessed for this study pertained to the student's demographic background, the effort students put into their learning, and the gains students perceived from their learning experiences. Quality of Effort items on class activities, writing, interactions with faculty, student acquaintances, library use, experiences with counselors/advisors, transfer, and course preparation were used to measure the extent of effort the students put into their learning. Selected "estimate of gains" items pertaining to the students' learning experiences were used to measure the building of the student's cognitive and affective capacities. Additional items about course preparation and choice of transfer institution were developed to measure the students activities and desires in these areas.

The Faculty Survey

The Faculty Survey was developed to assess faculty perceptions and attitudes about transfer and honors [TAP} programs and their behavior in teaching and interacting with students. A majority of the items used in the survey were taken from the Faculty Survey employed in the "Transfer Education in Southwest Boarder Colleges" by Rendon and associates (1988). Additional items, pertaining to the TAP, were developed from informational interviews with the TAP Director and staff. TAP faculty and the TAP staff extensively reviewed the resulting questionnaire (see Appendix D for the list of reviewers). After modifications and changes were made, the final questionnaire was distributed to TAP and nonTAP faculty.

Student Background Questionnaires

Student Background Questionnaires for transfer aspirants and transfer students were developed to obtain additional information on students' characteristics, family socioeconomic status, and abilities. All of the questions asked in the survey except for age, sex, and ethnicity were designed to extend the information base on the TAP student's background provided from the CCSEQ. Reviewers of the survey were the TAP director and staff.

Interview Schedule for Key Informants

Questions posed in the interview schedules of key informants were drawn from the case study protocol research queries. The questions asked pertained to the functioning of the TAP team; benefits of the program relative to the college's faculty and counselors; and the institution itself. To maximize the reliability of the concepts measured across groups, the TAP faculty directors, counselors, and administrators were asked the same questions, except in one case. Questions posed to administrators further probed for the advantages and disadvantages of the program as related to human, fiscal, and physical resources. All interview questions were field-tested. They were role-played with the UCLA TAP staff prior to use in the field.

Faculty, Aspirants, and Transfers Interview Schedules

Interview questions constructed for the faculty, transfer aspirants, and transfers, as in the key informants' schedules, were drawn from the research questions in the case study protocol. Additionally, some of the questions were designed to further probe responses to survey items for both faculty and students. The concepts measured by these interview surveys were focused on the curriculum being taught; the influence of the TAP curriculum on the students; the institution's transfer function and the extent and types of interactions that take place between the faculty and students. All questions for the three groups (faculty, transfer aspirants, and transfers) were reviewed and role-played by the UCLA TAP staff and interviewers in three two-hour sessions.

Data Analyses

Overall, data analyses of the surveys and interviews were based on comparing the TAP and nonTAP cohorts.

Statistically, two-tailed independent T-tests were employed when comparing the survey responses for TAP and nonTAP groups. The probability for the pooled variance estimate was used if the F probability exceeded .500 and the separate variance estimate was used with smaller F probabilities (Norusis, 1987). Because of small samples, a .05 probability was established as the cut point for deciding if there was a significant difference between the group means.

Scales created from questionnaire items (e.g. community college-university faculty interaction, etc.) were done by factor analysis using Principal Axis Factoring in SPSS-X (PA2) and Varimax rotation. Factors with item loadings of .35 or above were selected to represent scales measuring faculty interactions with university faculty, faculty interactions with students, quality of effort scales, etc. (Kim & Mueller, 1978). Reliabilities of the scales were measured by the SPSSX Reliability program employing Cronbach's alpha. Scales with values below .70 were not considered to have substantial reliability and consequently eliminated from further analysis.

The regression model in Chapter Six was robust to violations of multiple regression assumptions (e.g. heteroscedasticity, etc.). Of the six independent variables used in the equation, four were coded as dummy variables (see table fifty). The effects of large numbers of students transferring from colleges were controlled for by entering the institution variable (colleges with high, 50 or more students per fall term, and low transfer numbers) first into the equation.

Key informant interview responses were analyzed several ways. First, information offered by the TAP actors was assessed for contradictions. For example, the TAP faculty director and administrator at one college emphasized how their team (TAP administrator, faculty director, and counselor) worked together to evaluate students' program applications and to make decisions about the running of the program. On the other hand, the TAP counselor at this college stated that he/she was not included in these decision-making meetings. Second, key informant responses were assessed by pattern matching. If the program was perceived to be beneficial for the faculty, it was noted if the faculty engaged in enrichment or professional growth activities and/or if the faculty were involved in creating new courses or programs that would complement the TAP offerings. Third, and only in cases where institutional differences could be applied, information from the questions was compared across the colleges.

Faculty, transfer aspirants, and transfer students interviews were evaluated similar to the key informants; that is, contradictory or affirming information was identified by comparing the three group responses to each other and by comparing TAP and nonTAP groups. Additionally, since there were sufficient numbers of black and Hispanic interviewees in the transfer student sample, the responses were compared by white/Asian and black/Hispanic student categories for evidence of unequal effects of the TAP based on equity, access, and other issues. Further, where possible, responses were analyzed two ways. First, information was sorted into dichotomous categories of yes and no, etc. This provided an overall view of the portion of the groups agreeing to statements. Second, responses were analyzed from a contextual perspective for revealing patterns or elaborating on issues cited in the survey.

Limitations of the Study

The major limitations associated with this study centered on sampling methods and qualitative data analysis.

First, sampling methods were limited by numbers and distribution of individuals surveyed or interviewed. Because the TAP is small in size at the college campuses, the major limitation in this study was having sufficient numbers of TAP faculty to sample. At some colleges the core group of TAP faculty consisted of six individuals while at other colleges there were as many as 10 to 15 faculty who taught TAP courses. Additionally, with the reliance on TAP faculty directors to help identify subjects for surveying and interviewing, we are aware that the faculty and transfer aspirant samples might have been less randomly distributed than normal because of this selection process.

Second, inherent in any open-ended interviewing methods are the aspects of response interpretation by the interviewer and question interpretation by the respondent. Before conducting interviews, the research team underwent extensive training (three two-hour sessions). The training sessions were used as control vehicles to inform the interviewers of the concepts being investigated and to afford the interviewers the opportunity to role-play the questions they would pose during the actual interviews. Despite these protective measures, the interviewers did encounter a few individuals who implied meanings to questions other from what they were intended to measure. Additionally, the interviewers encountered problems in interviewing some of the younger transfer aspirants who had not begun to process what was happening to them at the college or in the TAP.

Throughout the design phase of the study, the importance of constructing a strong case study approach using multiple sources for information and cross-checking these data for patterns or contradictory information was kept in mind (Yin, 1989). The design of this study, utilizing data collection and cross-validation from multiple sources, including surveys and interviews, adds to the overall validity and reliability of the study findings.

APPENDIX C

Additional Data Generated for the Study

Table C 1. Scales constructed from Community College Students Experiences Questionnaire Quality of Effort items.

Item		Loadings and Scale Alpha
Quality of Effort Scales		
Class Activities		
• Participated in class discussions		.72
• Worked on a paper or project where ideas were combined from different sources of information		.70
• Summarized major points and information from readings or notes		.63
• Tried to explain the material to another student		.72
• Did additional readings on topics that were introduced and discussed in class		.61
• Asked questions about points made in class discussion or readings		.75
• Studied course materials with other students		.59
	Scale Alpha	.80
Writing Activities		
• Used a dictionary to look up the proper meaning of words		.51
• Asked other people to read something you wrote to see if it was clear to them		.73
• Spent at least 5 hours or moew writing a paper (not counting time spent reading or at the library)		.71
• Asked an instructor for advice and help to omprove your writing		.82
• Talked with an instructor who had critized a paper you had written		.79
• Used help available in a Writing Laboratory or Learning Resource Center		.54
	Scale Alpha	.78

Continued on next page.

Table C1. Scales constructed from Community College Students Experiences Questionnaire Quality of Effort items. (continued)

Item	Loadings and Scale Alpha
Interaction with Faculty	
• Asked an instructor for information about grades, make-up work, assignments, etc.	.72
• Talked briefly with an instructor after class about course content.	.77
• Made an appointment to meet with an instructor in his/her office.	.78
• Discussed ideas for a term paper or other class project with an instructor.	.79
• Discussed career plans and ambitions with an instructor.	.75
• Discussed comments an instructor made on a test or paper you wrote.	.80
Scale Alpha	.87
Student Acquaintances	
Had serious discussions with:	
• students whose philosophy of life or personal values were very different from yours.	.83
• students whose religious beliefs were very different from yours.	.81
• students whose political opinions were very different from yours.	.82
• students whose race was different from yours.	.83
• students from a country different from yours.	.79
• students who were much older or younger than you.	.76
Scale Alpha	.89
Library Activities	
• Used the library as a quiet place to read or study.	.63
• Used the card catalogue or computer to find books the library had on a topic and to locate the books by call number.	.82
• Prepared a bibliography or set of references for a term paper or report.	.79
• Asked the librarian for help in finding materials on some topic.	.74
• Found some interesting material to read just by browsing in the stacks.	.68
Scale Alpha	.78

Continued on next page.

Table C1. Scales constructed from Community College Students Experiences Questionnaire Quality of Effort items. (continued)

Item	Loadings and Scale Alpha
Experiences with Counselors/Advisors	
• Talked with an advisor about courses to take, requirements, and educational plans.	.80
• Talked about ways to improve your study skills, note-taking skills, etc.	.75
• Discussed vocational interests, abilities, and ambitions	.81
• Discussed personal matters related to college performance.	.76
• Asked about the skills needed for different kinds of jobs.	.79
• Sought information about jobs.	.77
• Discussed general education and major field requirements for transfer to a senior institution.	.79
Scale Alpha	.90
Transfer Activities	
• Read printed information about a senior institution that you were interested in attending.	.73
• Made an appointment with a counselor to discuss plans for transferring to a senior institution.	.77
• Asked a faculty member to recommend a senior institution for your interests.	.64
• Met with a representative from a senior institution to discuss their programs and services.	.76
• Identified couses needed to fulfill the lower division general education/major field requirements of a senior institution.	.71
• Visited a college or university and met with their representatives and/or faculty.	.67
Scale Alpha	.81

Table C 2. Number of TAP students entering UCLA by community college of origin for full-years 1987, 1988, 1989.

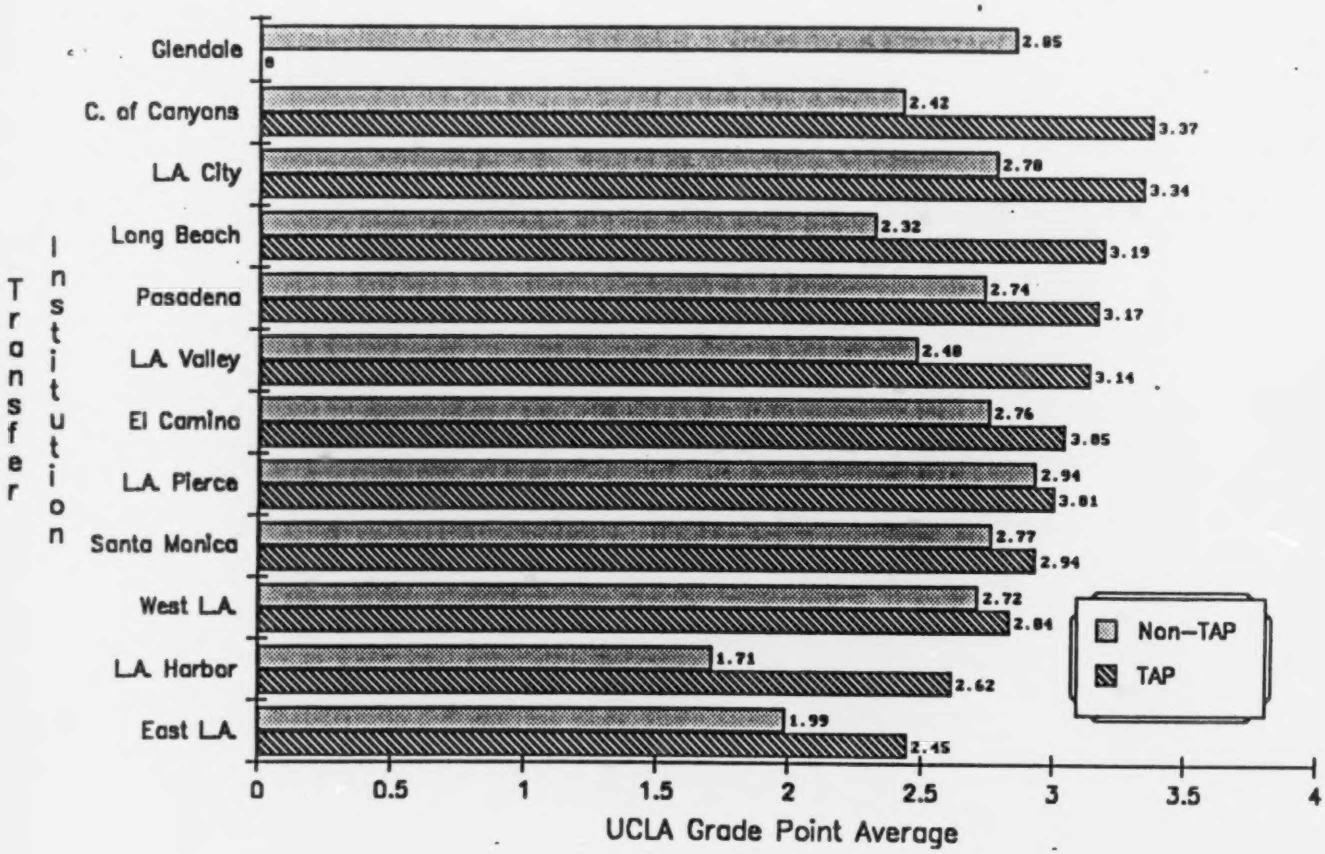
College	1987-88	1988-89	1989-90	Total
C. of the Canyons	3	2	6	11
East LA	0	5	3	8
El Camino	6	8	11	25
Glendale	0	0	8	8
Long Beach	1	7	5	13
LA City	3	5	7	15
LA Harbor	4	6	3	13
LA Pierce	8	5	25	38
LA Valley	0	8	14	22
Pasadena	18	12	7	37
Santa Monica	34	38	43	115
West LA	4	11	4	19
Totals	81	107	136	324

Source: TAP Records

Table C 3. Percentages of TAP transfers based on new junior transfers from the 12 TAP colleges to UCLA for 1988 and 1989 fall terms.

College	Number of Junior Transfers	Percentage of TAP Transfers
College of the Canyons	14	50%
East LA	42	17%
El Camino	118	16%
Glendale	56	13%
Long Beach	35	31%
LA City	56	21%
LA Harbor	18	44%
LA Pierce	85	27%
LA Valley	89	25%
Pasadena	80	18%
Santa Monica	336	22%
West LA	26	42%
Average	955	23%

Figure C 1. Comparison of UCLA third-term GPAs of the 1988 junior transfer cohort by TAP status by institution.



APPENDIX D

TAP Colleagues and Reviewers

Research Colleagues Involved with the TAP Study

TAP Program Staff

Gayle Byock, TAP Director and Special Projects Assistant to the UCLA Vice Chancellor of Academic Affairs at UCLA

Paula Schneiderman, TAP Assistant Director

Doreen Kaplan, TAP Administrative Assistant

TAP Project Staff

Debra L. Banks, Project Director of TAP Study

Guadalupe Anaya

Joanne Fife

Laura Elizabeth Gordon

Ronald D. Opp

Dianne Propster

Reviewers of the Final Report Draft

Karen Sue Groz, Professor Santa Monica College; Member of the Board of Governors for the California Community Colleges, Sacramento, CA.

Sylvia Hurtado, Post Doctoral Scholar in Sociology, University of California, Los Angeles.

James L. Wattenbarger, Director of the Institute of Higher Education, University of Florida,Gainesville, Florida.

Case Study Protocol Reviewers

Researchers

Jeannie Oakes, Professor of Education, UCLA; Rand Corporation, Santa Monica, CA. (Main Reviewer for overall design and intent of study.)

Arthur M. Cohen, Professor of Community College Education, UCLA.

Fredick C. Kintzer, Professor Emeritus of Community College Education, UCLA.

Dorothy Knoell, Chief Policy Analyst, California Postsecondary Education Commission, Sacramento, CA.

Scot Spicer, Director of Institutional Research and Planning, Glendale College, Glendale, California.

Practitioners

Raul Cardoza, Vice President of East Los Angeles College, Los Angeles, California.

Janice Hollis, Dean of Matriculation, Los Angeles City College, Los Angeles, California.

Lisa Sugimoto, Dean of Student Services, Long Beach City College, Long Beach, California.

Mercedes Thompson, Department Chair of Foreign Languages, El Camino College, via Torrance, California.

TAP Faculty Directors Who Assisted with the Study

Primary Group (from the four TAP colleges involved in the complete study (i.e. surveys and interviews)).

Barbara Bilson, Santa Monica College

Bernard Goldberg, West Los Angeles College

Chris McCarthy, Los Angeles Harbor College

David White, Glendale College

Secondary Group (from the eight TAP colleges involved in surveys).

Larry Krikorian, Los Angeles Pierce College

Robert McLeod, El Camino College

Steve Wallach, Long Beach City College

R. David Weber, East Los Angeles College

Faculty Survey Reviewers

Richard Block, West LA College

Jody Johnson, LA Pierce College

Don Sparks, LA Pierce College

Lee Whitten, LA City College

Key Informants by College

Glendale College

John Davitt, College President
JoRay McCuen, TAP Administrator
David White, TAP Faculty Director
Sharon Combs, TAP Counselor
David Mack, former TAP Counselor

Los Angeles Harbor College

Jim Heinselman, College President
Robert Standen, Former TAP Administrator
Patricia Wainwright, TAP Administrator
Chris McCarthy, TAP Faculty Director

Santa Monica College

Richard Moore, College President
Darrock Young, Former TAP Administrator
Barbara Bilson, TAP Faculty Director
Dan Nannini, TAP Counselor

West Los Angeles College

Linda Thor, College President
Mary Jo Reid, Former TAP Administrator
Ernest Marino, TAP Administrator
Bernard Goldberg, TAP Faculty Director
Patricia Drummond, TAP Counselor

APPENDIX E

Copies of Surveys and Interview Schedules

Student Surveys

Student Interviews

Faculty Surveys

Faculty Interviews

Community College Student Experience Questionnaire

INSTRUCTIONS FOR ADMINISTRATION OF THE COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE (CCSEQ)

DEAR :

As a way to look at the quality of student life at your campus, we are asking you to participate in the national pilot phase of the CCSEQ. Enclosed are CCSEQ's to be administered in your class, during the week of of .

- Administer the CCSEQ during the first part of the class. The CCSEQ should take no longer than 30 minutes to complete.
- Explain to your students that their careful participation important.
- Make sure that your students fill in their ***SOCIAL SECURITY NUMBER***. Check each questionnaire to ensure that this information was provided.
- Leave the space for the Community College Identification Number blank
- Inform your students to complete the 10 additional questions. Note that their answer spaces for these questions are on the last page of the questionnaire.

This project is being coordinated on your campus by .
After you have administered the questionnaires, place the completed questionnaires and the instruction sheet in the envelope provided and return it to them **no later than one week after administration.**

IF YOU HAVE ANY QUESTIONS ABOUT THE CCSEQ , PLEASE FEEL FREE TO CONTACT THE PROJECT'S RESEARCH ANALYST, SUSAN P. ACKERMANN AT (213) 206-3545.

THANK YOU FOR YOUR COOPERATION!

ADMINISTRATION OF CCSEQ PILOT STUDY

1. *Choose your sample*

Each school should select a sample of students to be surveyed. Because we are interested in obtaining a sample of TAP and non-TAP students **who are planning to transfer to a four-year institution in FALL 1989,** choose your sample in the following way:

- For the TAP sample, select **Sophomore-level** classes where predominately TAP students are in attendance.
- For the non-TAP sample, select comparable **Sophmore-level** classes. Try to concentrate on classes that have a high percentage of minority students.
- Sample as many of the TAP students who are ready to transfer as possible.
- Sample three (3) times as many non-TAP students as TAP students.

2. *Administering the CCSEQ*

(a) The CCSEQ will be administered in class rather than by mail.

(b) Administer the CCSEQ during the **7th or 8th week if your school** is on the quarter system or the **11th or 12th week if your school** is on the semester system.

(c) Make sure you contact instructors well ahead of time to enlist their cooperation and support. The CCSEQ should take no longer than 30 minutes to complete.

(d) Prepare a packet of materials for each instructor which includes:

- CCSEQs
- Instructions for administration
- A manila envelope with the instructors name on the outside

3. *Return the completed questionnaires*

Please arrange to have the completed questionnaires returned to ***SUSAN P. ACKERMANN*** no later than ***MAY 22***.

When you return the questionnaires, please enclose a note with the name of your college and the number of questionnaires you are sending.

IF YOU HAVE ANY QUESTIONS ABOUT SAMPLING OR ADMINISTRATION OF THE CCSEQ, PLEASE FEEL FREE TO CALL ME AT (213) 206-3545

COMMUNITY COLLEGE
STUDENT EXPERIENCES QUESTIONNAIRE

Your college, along with others in other parts of the country, asks you to respond to this questionnaire. You can do it in about twenty to thirty minutes. When you have finished you will see that you have recalled some of the things you have done here, and have thought about what you have been putting into and getting out of your experience at college. Your answers will also help the college learn more about how its services and facilities and programs are being used and how they might be improved. Your participation in this survey is very much appreciated.

Do **not** write your name on the questionnaire. At the end of the questionnaire there is space for a student identification number if it is requested by your college. In any case, your responses will not be part of your college record.

The results obtained from the preliminary use of this questionnaire will contribute to plans for more extensive use in subsequent years. This project is directed by Jack Friedlander at Santa Barbara City College and by C. Robert Pace at UCLA.

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DIRECTIONS: Indicate your responses by filling in the appropriate circle under each question.

BACKGROUND, WORK, FAMILY

1. Age [1]
(1) ○ 18 - 19 or younger
(2) ○ 20 - 22
(3) ○ 23 - 27
(4) ○ 28 - 39
(5) ○ 40 or older

2. Sex [2]
(1) ○ male
(2) ○ female

3. What is your racial or ethnic identification? [3]
(1) ○ American Indian
(2) ○ Asian or Pacific Islander
(3) ○ Black, African-American
(4) ○ Hispanic, Latino
(5) ○ White
(6) ○ Other: What? ________________

4. What is your native language? [4]
(1) ○ English
(2) ○ Spanish
(3) ○ Any Asian language
(4) ○ Other: What? ________________

5. During the time school is in session, about how many hours a week do you usually spend working on a job for pay? [5]
(1) ○ none, I don't have a job
(2) ○ 1 - 10 hours
(3) ○ 11 - 20 hours
(4) ○ 21 - 30 hours
(5) ○ 31 - 40 hours
(6) ○ more than 40 hours

6. If you have a job, how does it affect your school work? [6]
(1) ○ I don't have a job
(2) ○ my job takes a lot of time from school work
(3) ○ my job takes some time from school work
(4) ○ my job does not interfere with my school work

7. If you are married or have other family responsibilities, how does this affect your school work? [7]
(1) ○ I don't have family responsibilities
(2) ○ those responsibilities take a lot of time from school
(3) ○ those responsibilities take some time from school
(4) ○ those responsibilities do not interfere with my school work

COLLEGE PROGRAM

1. How many course credits are you taking this term? [8]
(1) ○ 1 - 5 credits
(2) ○ 6 - 11 credits
(3) ○ 12 or more credits

2. Including the units you are now taking, what is the total number of course credits you have taken at this college? [9]
(1) ○ 1 - 15 credits
(2) ○ 16 to 30 credits
(3) ○ 31 to 45 credits
(4) ○ 46 or more credits

3. When do the classes you are now taking meet? [10]
(1) ○ day only
(2) ○ evening only
(3) ○ some day and some evening

4. Up to now, what is your grade point average at this college? [11]
(1) ○ 2.0 or lower
(2) ○ about 2.5
(3) ○ about 3.0
(4) ○ 3.5 or higher

5. About how many hours a week do you usually spend studying or preparing for your classes? [12]
(1) ○ less than 10 hours a week
(2) ○ about 10 to 19
(3) ○ about 20 to 29
(4) ○ 30 hours a week or more

6. About how many hours a week do you usually spend on the college campus, not counting time attending classes? [13]
(1) ○ none
(2) ○ 1 to 4 hours
(3) ○ 5 to 8 hours
(4) ○ 9 to 12 hours
(5) ○ 13 to 16 hours
(6) ○ 17 or more hours

7. What is the most important result or benefit you hope to get from your work at this college? (Mark only one.) [14]

- (1) ○ skills needed for a job
- (2) ○ skills needed to keep up to date, or advance in my job
- (3) ○ satisfy a personal interest (cultural, social)
- (4) ○ improve my English, reading, or math
- (5) ○ get a two-year college degree
- (6) ○ prepare for transfer to a four-year college or university

8. When you want to know what's going on at the college or when you are supposed to do certain things, where do you usually get your information? (Mark only one.) [15]

- (1) ○ from an advisor, counselor, or instructor
- (2) ○ from school notices on a bulletin board or in the mail
- (3) ○ from school newspaper
- (4) ○ from other students

9. When you get together with other students at the college, where does this usually occur? (Mark only one.) [16]

- (1) ○ in the cafeteria/snack bar
- (2) ○ in the student center/student union
- (3) ○ in the library or learning center
- (4) ○ in a special interest club or group (music, athletics, etc.)
- (5) ○ in an ethnic organization

COLLEGE COURSES

DIRECTIONS: **In each of the following areas, how many courses (including ones you are currently taking) have you had up to now? (Fill in one response for EACH area.)**

	NUMBER OF COURSES			
AREA	**None**	**1 or 2**	**3 or more**	
Occupational/Technical training: such as automotive, electronics, office education, culinary arts, drafting, etc.	(1) ○	(2) ○	(3) ○	[17]
Business	(1) ○	(2) ○	(3) ○	[18]
Basic or Applied Sciences: such as engineering, biology, health fields, physics, chemistry, computer science, etc.	(1) ○	(2) ○	(3) ○	[19]
Social Sciences: such as psychology, history, sociology, economics, ethnic studies, etc.	(1) ○	(2) ○	(3) ○	[20]
Art, Music, Theater, Dance	(1) ○	(2) ○	(3) ○	[21]
Math	(1) ○	(2) ○	(3) ○	[22]
English Composition	(1) ○	(2) ○	(3) ○	[23]
Literature, foreign languages, speech, etc.	(1) ○	(2) ○	(3) ○	[24]

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

CLASS ACTIVITIES

	(1) Never	(2) Once or twice	(3) 3 to 5 times	(4) 6 or more times	
1. Participated in class discussions.	○	○	○	○	[25]
2. Worked on a paper or project where you tried to combine ideas from different sources of information.	○	○	○	○	[26]
3. Summarized major points and information from readings or notes.	○	○	○	○	[27]
4. Tried to explain the material to another student.	○	○	○	○	[28]
5. Did additional readings on topics that were introduced and discussed in class.	○	○	○	○	[29]
6. Asked questions about points made in class discussion or readings.	○	○	○	○	[30]
7. Studied course materials with other students.	○	○	○	○	[31]

WRITING ACTIVITIES

	(1) Never	(2) Once or twice	(3) 3 to 5 times	(4) 6 or more times	
1. Used a dictionary to look up the proper meaning of words.	○	○	○	○	[32]
2. Asked other people to read something you wrote to see if it was clear to them.	○	○	○	○	[33]
3. Spent at least 5 hours or more writing a paper (not counting time spent reading or at the library).	○	○	○	○	[34]
4. Asked an instructor for advice and help to improve your writing.	○	○	○	○	[35]
5. Talked with an instructor who had criticized a paper you had written.	○	○	○	○	[36]
6. Used help available in a Writing Laboratory or Learning Resource Center.	○	○	○	○	[37]

FACULTY

	(1) Never	(2) Once or twice	(3) 3 to 5 times	(4) 6 or more times	
1. Asked an instructor for information about grades, make-up work, assignments, etc.	○	○	○	○	[38]
2. Talked briefly with an instructor after class about course content.	○	○	○	○	[39]
3. Made an appointment to meet with an instructor in his/her office.	○	○	○	○	[40]
4. Discussed ideas for a term paper or other class project with an instructor.	○	○	○	○	[41]
5. Discussed your career plans and ambitions with an instructor.	○	○	○	○	[42]
6. Discussed comments an instructor made on a test or paper you wrote.	○	○	○	○	[43]

STUDENT ACQUAINTANCES

	(1) Never	(2) Once or twice	(3) 3 to 5 times	(4) 6 or more times	
1. Had serious discussions with students whose philosophy of life or personal values were very different from yours.	○	○	○	○	[44]
2. Had serious discussions with students whose religious beliefs were very different from yours.	○	○	○	○	[45]
3. Had serious discussions with students whose political opinions were very different from yours.	○	○	○	○	[46]
4. Had serious discussions with students whose race was different from yours.	○	○	○	○	[47]
5. Had serious discussions with students from a country different from yours.	○	○	○	○	[48]
6. Had serious discussions with students who were much older or much younger than you.	○	○	○	○	[49]

ART, MUSIC, AND THEATER ACTIVITIES

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.	○	○	○	○	[50]
2. Talked about music (classical, popular, musicians, etc.) with other students at the college.	○	○	○	○	[51]
3. Talked about theater (plays, musicals, dance, movies, etc.) with other students at the college.	○	○	○	○	[52]
4. Attended an art exhibit on the campus.	○	○	○	○	[53]
5. Attended a concert or other musical event at the college.	○	○	○	○	[54]
6. Attended a play, ballet, or other theater performance at the college.	○	○	○	○	[55]

LIBRARY ACTIVITIES

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Used the library as a quiet place to read or study material you brought with you.	○	○	○	○	[56]
2. Used the card catalogue or computer to find books the library had on a topic and to locate the books by call number.	○	○	○	○	[57]
3. Prepared a bibliography or set of references for a term paper or report.	○	○	○	○	[58]
4. Asked the librarian for help in finding materials on some topic.	○	○	○	○	[59]
5. Found some interesting material to read just by browsing in the stacks.	○	○	○	○	[60]

USE OF COMPUTERS

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Used a computer (word processor) to write or type a paper.	○	○	○	○	[61]
2. Used a computer to search a database on a particular topic	○	○	○	○	[62]
3. Used a computer to analyze data needed to complete a class assignment.	○	○	○	○	[63]
4. Used a computer program to develop your skills in a particular subject - such as math skills, English skills, foreign language skills, etc.	○	○	○	○	[64]

EXPERIENCES WITH COUNSELORS/ADVISORS

During the **current school year**, about how often have you had any of these contacts with a counselor or advisor? (Please fill in one response to each activity in the list.)

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Talked with an advisor about courses to take, requirements, education plans.	○	○	○	○	[65]
2. Talked about ways to improve your study skills, note-taking skills, test-taking skills, etc.	○	○	○	○	[66]
3. Discussed your vocational interests, abilities, and ambitions.	○	○	○	○	[67]
4. Talked with a counselor about personal matters related to your college performance.	○	○	○	○	[68]
5. Asked about the skills needed for different kinds of jobs.	○	○	○	○	[69]
6. Sought information about what kinds of jobs might be available that are related to your interests.	○	○	○	○	[70]
7. Discussed general education and major field requirements for transfer to a 4-year college or university.	○	○	○	○	[71]

TRANSFER

During the current school year about how often have you done any of these things related to college transfer plans? (Note: If you are **not** considering transfer to a 4-year college, you may **omit** these items.)

	(1) Never	(2) Once or twice	(3) 3 to 5 times	(4) 6 or more times	
1. Read printed information about a 4-year college or university that you were interested in attending.	○	○	○	○	[72]
2. Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.	○	○	○	○	[73]
3. Asked a faculty member to recommend a 4-year college for your interests.	○	○	○	○	[74]
4. Met with a representative from a 4-year college or university to discuss their programs and services.	○	○	○	○	[75]
5. Identified courses you need to take in order to fulfill the lower division general education/ major field requirements of a 4-year college or university that you are interested in attending.	○	○	○	○	[76]
6. Visited a college or university and met with their representatives and/or faculty.	○	○	○	○	[77]

CAREER DEVELOPMENT

During the current school year about how often have you done any of these things related to preparation for employment or choice of a career? (Note: If preparation for employment or choice of a career is **not** a consideration in your college work, you may **omit** these items.)

	(1) Never	(2) Once or twice	(3) 3 to 5 times	(4) 6 or more times	
1. Talked about career possibilities with other students, faculty, counselors, or friends.	○	○	○	○	[78]
2. Read materials in the Career Center or library about career opportunities.	○	○	○	○	[79]
3. Attended a workshop or sought advice from a college staff member on resume writing, job search strategies and/or interview skills.	○	○	○	○	[80]
4. Participated in a club or organization related to your career interests (e.g., business club, engineering club, etc.).	○	○	○	○	[81]
5. Completed a career inventory assessment or used a computer program to find out more about your career interests, aptitudes, and abilities.	○	○	○	○	[82]
6. Participated in an internship or work experience program that was related to your career interests.	○	○	○	○	[83]

COLLEGE SATISFACTION

1. If you could start over again would you go to this college? [84]

(1) ○ yes
(2) ○ maybe
(3) ○ no

2. In general, how would you describe other students in their relationships with you? [85]

(1) ○ friendly, supportive
(2) ○ little involvement with other students
(3) ○ competitive

3. In general, how would you describe faculty members in their relationships with you? [86]

(1) ○ approachable, helpful, supportive
(2) ○ little contact with faculty members
(3) ○ remote, impersonal, discouraging

ESTIMATE OF GAINS

DIRECTIONS: In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in each of the following areas? (Please make one response for each item.)

		None	Very Little	Some	Quite a bit	Very much	
1.	Acquiring knowledge and skills applicable to a specific job or type of work.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[87]
2.	Gaining information about career opportunities.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[88]
3.	Becoming acquainted with different fields of knowledge.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[89]
4.	Developing an understanding and enjoyment of art.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[90]
5.	Developing an understanding and enjoyment of music.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[91]
6.	Developing an understanding and enjoyment of theater.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[92]
7.	Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[93]
8.	Writing clearly and effectively.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[94]
9.	Presenting ideas and information effectively in speaking to others.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[95]
10.	Acquiring the ability to use computers.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[96]
11.	Becoming aware of different philosophies, cultures, and ways of life.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[97]
12.	Becoming clearer about your own values and beliefs.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[98]
13.	Understanding yourself - your abilities and interests.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[99]
14.	Understanding mathematical concepts such as probabilities, proportions, etc.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[100]
15.	Putting ideas together to see relationships, similarities, and differences between ideas.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[101]
16.	Developing the ability to learn on your own, pursue ideas, and find information you need.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[102]
17.	Developing the ability to speak and understand another language.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[103]
18.	Interpreting information in graphs and charts you see in newspapers, textbooks, and on TV.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[104]
19.	Developing an interest in political and economic events.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[105]
20.	Seeing the importance of history for understanding the present as well as the past.	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[106]
21.	Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	(1) ○	(2) ○	(3) ○	(4) ○	(5) ○	[107]

ADDITIONAL QUESTIONS

DIRECTIONS: Your college may ask you some additional questions. If so, please provide your answers in the spaces below.

	(1)	(2)	(3)	(4)	(5)			1)	(2)	(3)	(4)	(5)	
1.	○	○	○	○	○	[108]	6.	○	○	○	○	○	[113]
2.	○	○	○	○	○	[109]	7.	○	○	○	○	○	[114]
3.	○	○	○	○	○	[110]	8.	○	○	○	○	○	[115]
4.	○	○	○	○	○	[111]	9.	○	○	○	○	○	[116]
5.	○	○	○	○	○	[112]	10.	○	○	○	○	○	[117]

COMMENTS AND SUGGESTIONS

If you have any additional comments about your college experience or any suggestions about this questionnaire please make them here in the space provided.

Community College Code __ __ __ __ [118-121]

Thank you for your participation in this survey.

If your college asks you to indicate your student identification number,
please write it in these spaces:

__ __ __ __ __ __ __ __ __ [122-130]

ADDITIONAL QUESTIONS

1. In Fall of 1989, I am planning to . . .

   ☛ (1) Not be in school
   ☛ (2) Continue at my current institution
   ☛ (3) Transfer to another community college
   ☛ (4) Transfer to a four-year institution
   ☛ (5) Don't know

2. If you are planning to transfer to a four-year institution, are you planning to be at . . .

   ☛ (1) UCLA
   ☛ (2) Another University of California (UC) campus
   ☛ (3) A California State University (CSU) campus
   ☛ (4) A private institution/other
   ☛ (5) N/A

3. I have an individual education plan that I developed with a counselor or advisor?

   ☛ (1) Yes
   ☛ (2) No

4. Given the choice, I would have completed my Freshman and Sophomore years at . . .

   ☛ (1) The Community College I am currently attending
   ☛ (2) Another California Community College
   ☛ (3) A University of California (UC) campus
   ☛ (4) A California State University (CSU) campus
   ☛ (5) Some other institution

5. In a lecture class I tend to take extensive notes . . .

   ☛ (1) Never
   ☛ (2) Rarely
   ☛ (3) Sometimes
   ☛ (4) Frequently
   ☛ (5) Always

(OVER)

6. I plan a week in advance the times when I plan to attend class, study, work, etc.

☛ (1) Never

☛ (2) Rarely

☛ (3) Sometimes

☛ (4) Frequently

☛ (5) Always

7. When I study for a test I tend to cram, spending long periods of time studying with few or no breaks.

☛ (1) Never

☛ (2) Rarely

☛ (3) Sometimes

☛ (4) Frequently

☛ (5) Always

8. When I study, I try to relate what I've learned in one course to what I'm studying in other courses.

☛ (1) Never

☛ (2) Rarely

☛ (3) Sometimes

☛ (4) Frequently

☛ (5) Always

9. I "test" myself on the assignments I read by asking myself questions about the material I read.

☛ (1) Never

☛ (2) Rarely

☛ (3) Sometimes

☛ (4) Frequently

☛ (5) Always

10. I consider myself a member of the UCLA's Transfer Alliance Program at the Community College I am currently attending?

☛ (1) Yes

☛ (2) No

UNIVERSITY OF CALIFORNIA, LOS ANGELES UCLA

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GRADUATE SCHOOL OF EDUCATION

OFFICE OF THE EXECUTIVE DIRECTOR
CENTER FOR ACADEMIC INTERINSTITUTIONAL PROGRAMS
GAYLEY CENTER
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1372

Dear TAP Faculty Director,

Recently, the Transfer Alliance Program (TAP) has received funding from the Ford Foundation to study the impact of the TAP on its colleges transfer function relative to the policies and practices that have been implemented at each community college. The study will result in a composite picture of the TAP and how it fits the needs of its colleges. We expect this process to be a positive one.

As part of this study, we are asking your assistance in distributing the enclosed surveys. The blue surveys should go to faculty teaching in or recently teaching in TAP. The yellow surveys should go to faculty who have never taught in TAP but who teach in the types of courses offered in TAP. And, the pink surveys go to TAP and nonTAP potential transfer students. For statistical analysis we will need at the minimum 20 surveys (10 from each group).

The survey cover letters ask the faculty and students to return their completed questionnaires to you by October 1st. Please mail the completed surveys to us after the due date.

I very much appreciate your time and effort in assisting with this project.

Sincerely,

Gayle Byock
Director of Postsecondary
Programs

Debra L. Banks
Project Director

Student Background Surveys

Transfer Aspirants

Transfer Students

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GRADUATE SCHOOL OF EDUCATION

OFFICE OF THE EXECUTIVE DIRECTOR
CENTER FOR ACADEMIC INTERINSTITUTIONAL PROGRAMS
GAYLEY CENTER
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1372

Dear Santa Monica College Student:

Currently, the Transfer Alliance Program at the University of California, Los Angeles is conducting a study on potential transfer students. This study is sponsored by the Ford Foundation and the results will be used to improve transfer processes between universities and community colleges.

For our investigation we would appreciate if you would answer the questions found on the back of this letter. Completed surveys should be returned to Barbara Bilson, English or Dan Nannini, Counseling no later than **October 1, 1990**.

Thank you for the time and effort you have taken to complete this questionnaire.

Sincerely,

Gayle Byock
Director of Postsecondary
Programs

Debra L. Banks
Project Director

Please circle one answer for each of the following questions.

1. What is your sex?

female male

2. What is your ethnic identity?

Native American Black Hispanic White

Asian Other (please specify)________________________

3. What are your parent's levels of formal education?

Father	Mother
no high school	no high school
some high school	some high school
high school grad	high school grad
some college	some college
college grad	college grad

4. Are you currently enrolled in the honor's program at your college?

no yes

5. What was your academic rank in high school?

top 12 percent
top 33 percent
below top 33 percent

6. When you graduated from high school were you eligible to attend:

UC	no	yes
CSU	no	yes

7. What is your parent's combined income?

below 14,999
15,000 to 19,999
20,000 to 29,999
30,000 to 39,999
40,000 to 49,999
50,000 or more

8. What is your age?

19 or younger
20 - 24
25 or older

9. If you are presently in the honor's program, who encouraged you to participate in this program? (e.g. faculty,etc.)

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

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Dear Transfer Student:

Currently, the Transfer Alliance Program at UCLA is conducting a study on transfer students. This study is sponsored by the Ford Foundation and the results will be used to improve transfer processes between universities and community colleges.

For our investigation we would appreciate if you would answer the questions found on the back of this letter. Note that your response is anonymous. Completed surveys should be returned to us in the enclosed envelope by October 1, 1990.

We appreciate your continued involvement with the Transfer Alliance Program and thank you for the time and effort you have taken to complete this questionnaire.

Sincerely,

Gayle

Gayle Byock
Director of Postsecondary
Programs

DB

Debra L. Banks
Project Director

Please circle one answer for each of the following questions.

1. What is your sex?

   female male

2. What is your ethnic identity?

   Native American Black Hispanic White

   Asian Other (please specify) ______________________

3. What are your parent's levels of formal education?

Father	Mother
no high school	no high school
some high school	some high school
high school grad	high school grad
some college	some college
college grad	college grad

4. What was your academic rank in high school?

   top 12 percent
   top 33 percent
   below top 33 percent

5. When you graduated from high school were you eligible to attend:

   UC no yes
   CSU no yes

6. What is your parent's combined income?

   below 14,999
   15,000 to 19,999
   20,000 to 29,999
   30,000 to 39,999
   40,000 to 49,999
   50,000 or more

7. What is your age?

   19 or younger
   20 - 24
   25 or older

8. Who encouraged you to participate in the honor's program program at your community college? (e.g. parent, friend, high school teacher or counselor, community college faculty or counselor, etc.)

Faculty Survey

Dear Faculty Member,

Your college is participating in a Ford Foundation supported study of the Transfer Alliance Program (TAP). The study is concerned with the impact of TAP on its colleges transfer function relative to the policies and practices that have been implemented at each community college.

Enclosed is a survey with questions about the TAP program your college. All of the information that you provide will be kept strictly confidential. The information gathered from this instrument will assist the TAP director and staff in making better policy recommendations for program improvement.

Your candid responses to all of the itmes on this survey will be extremely helpful. Above all, the TAP director and staff appreciate the time and effort you have taken to complete this questionnaire. Thank you.

Please return your questionnaire in a sealed envelop to the TAP faculty director by June 10, 1990.

Sincerely,

Gayle Byock,
TAP Director

FACULTY SURVEY QUESTIONS

YOUR COLLEGE ________________________________

How long have you been a full-time instructor at this college? _____ **yrs**

What academic courses have you taught since fall 1985?

How many transfer courses have your taught in TAP? ______

The last semester I taught in TAP was: ____________

Please circle one answer (by number) for each of the following questions.

A. Questions regarding overall view of the transfer function.

1 = strongly disagree
2 = disagree
3 = agree
4 = strongly agree

1. Students who seriously intend to obtain a baccaiaureate degree should begin their collegiate experience at a four-year college or university. 1.....2.....3.....4

2. Transfer students get a better start toward their baccalaureate degree at a community college. 1.....2.....3.....4

3. The community college should devise special programs to help Hispanic and black students to transfer. 1.....2.....3.....4

4. Students seeking job skills should be given more assistance than those intending to transfer. 1.....2.....3.....4

5. This college would serve its community better if transfer education was de-emphasized. 1.....2.....3.....4

6. Transfer programs at community colleges should be fully articulated with a number of universities and state universities. 1.....2.....3.....4

7. Compared to four years ago the transfer program at this college has improved greatly. 1.....2.....3.....4

8. Students who intend to obtain a B.A. should begin their college experience in an honors program of a community college. 1.....2.....3.....4

B. Questions regarding recruitment of students.

1 = frequently or always
2 = occasionally or somewhat
3 = never

9. Compared to other students on this campus, black and Hispanic students lack preparation in basic skills required to transfer. 1.....2.....3

10. Only students who have demonstrated high academic achievement should be considered for participation in TAP. 1.....2.....3

11. I have referred students to the TAP faculty director or counselor. 1.....2.....3

12. All potential transfer students should consider being in TAP. 1.....2.....3

13. The TAP students should reflect the ethnic/racial compostion of the student body at this college. 1.....2.....3

14. The TAP program should recruit low-income students. 1.....2.....3

C. Questions regarding transfer curricular changes.

1 = strongly disagree
2 = disagree
3 = agree
4 = strongly agree

15. During the past four years the transfer curriculum at this college has improved greatly. 1.....2.....3.....4

16. The Title V changes regarding credit courses have influenced changes in the transfer curriculum. 1.....2.....3.....4

17. The presence of TAP has increased the academic rigor of transfer courses. 1.....2.....3.....4

18. TAP students make a difference in the caliber of the classroom. 1.....2.....3.....4

D. Questions regarding teaching styles.

1 = frequently
2 = occasionally
3 = never

Compared to four years ago, I now:

19. Require students to do additional readings. 1.....2.....3

20. Provide supplementary materials in class. 1.....2.....3

21. Have students take an essay exam. 1.....2.....3

22. Have students take an objective test. 1.....2.....3

23. Require students to synthesize or evaluate information they are reading. 1.....2.....3

24. Include more writing projects in class assignments. 1.....2.....3

25. Require students to do more library work. 1.....2.....3

26. Require students to attend concerts/museums/lectures. 1.....2.....3

27. Have students work in groups. 1.....2.....3

28. Have students complete group projects. 1.....2.....3

29. Read multiple drafts of students papers. 1.....2.....3

30. Grade on the curve. 1.....2.....3

31. Require individual assignments/projects. 1.....2.....3

E. Questions regarding attitudes toward students.

1 = strongly disagree
2 = disagree
3 = agree
4 = strongly agree

32. Students seem more interested in transferring than 4 years ago. 1.....2.....3.....4

33. I enjoy informal interaction with students outside of class. 1.....2.....3.....4

34. Students should seek out faculty members only during posted office hours. 1.....2.....3.....4

35. Faculty should consider the social and emotional development of students as important as their academic development. 1.....2.....3.....4

36. Compared to other students on this campus Hispanic and black students lack the motivation to transfer. 1.....2.....3.....4

37. Hispanic and Black students must make socio-cultural adjustments if they are to succeed academically. 1.....2.....3.....4

38. The communication skills deficiencies of black and Hispanic students are the greatest barrier to their academic success. 1.....2.....3.....4

39. The academic and skills gap which black and Hispanic students must make to succeed in TAP are such that it is unfair to them to expect them to do well in TAP courses. 1.....2.....3.....4

F. Questions to socialization processes.

1 = frequently
2 = occasionally
3 = never

When students are not achieving the standards you have set for your course, to what extent do you suggest the following:

40. make an appointment to speak to you 1.....2.....3

41. get tutorial assistance 1.....2.....3

42. talk to a counselor 1.....2.....3

43. suggest a more appropriate course for them 1.....2.....3

Please indicate how often you engage in the following activities:

44. meet students during office hours 1.....2.....3

45. have coffee or lunch with students 1.....2.....3

46. invite students to your house 1.....2.....3

47. lend books to students 1.....2.....3

48. advise students on their personal problems 1.....2.....3

49. advise students on their intent to transfer 1.....2.....3

50. advise students on course selection 1.....2.....3

51. participate in student registration or orientation sessions 1.....2.....3

52. encourage students to transfer 1.....2.....3

53. advise students where to transfer 1.....2.....3

54. advise students on careers 1.....2.....3

G. Questions about interactions with 4-year college or university faculty.

1 = frequently
2 = occasionally
3 = never

In the last four years to what extent have you engaged in the following activities with 4 year college and/or university faculty?

55. compared course syllabi of equivalent courses 1.....2.....3

56. compared textbooks of equivalent courses 1.....2.....3

57. compared assignments of equivalent courses 1.....2.....3

58. discussed course standards and prerequisites 1.....2.....3

59. discussed requirements for the major 1.....2.....3

H. Questions about administrative and faculty support of the transfer function.

To what extent does the administration at your college support the following curricular program(s)?

1 = none
2 = somewhat
3 = highly

60. developmental/remedial 1.....2.....3
61. vocational 1.....2.....3
62. general education 1.....2.....3
63. honors 1.....2.....3

1 = strongly disagree
2 = disagree
3 = agree
4 = strongly agree

64. My institution spends too much time and money on teaching honors students. 1.....2.....3.....4

65. Faculty are not given enough time to develop curriculum for academic courses. 1.....2.....3.....4

66. More regular college budget resources should be dedicated to the honors program. 1.....2.....3.....4

67. Not all academic faculty support the concept of TAP. 1.....2.....3.....4

68. The position of faculty director should be a rotating position. 1.....2.....3.....4

69. There is an ongoing mechanism for faculty and administration to get together. 1.....2.....3.....4

70. Faculty teaching in TAP are not given enough say in TAP operations. 1.....2.....3.....4

71. The position of the faculty director is critical to the success of TAP.

I. Questions about college image and relations with UCLA.

1 = strongly disagree
2 = disagree
3 = agree
4 = strongly [redacted]agree

72. Association with UCLA through TAP has improved the image of our college. 1.....2.....3.....4

73. Joint research and evaluation projects between UCLA and our college have been beneficial for the college and its faculty. 1.....2.....3.....4

74. The TAP has improved the community acceptance of this college as a transfer institution. 1.....2.....3.....4

Interview Training Materials

PHONE INTERVIEW INTRODUCTIONS

Hello, may I speak to ______________ please?

If no longer at this number:

Do you have a number where he/she can be reached?

If not there at this time:

Can you tell me the best time to call back?

If asked who is calling, and/or what the call is about:

My name is _____________. I'm helping to conduct a study for the Transfer Alliance Program at UCLA. I'd like to talk to _______________ in connection with this study.

If respondent answers, or comes to the phone:

________________________, my name is ____________________, and I'm helping to conduct a study for the Transfer Alliance Program at UCLA. This study is sponsored by the Ford Foundation and the results will be used to improve transfer processes between universities and community colleges.

For Faculty: I'd like to ask you a few questions about your classroom teaching experiences and your attitudes about the ---- (Harbor - honors; Glendale, SMC, and West - scholars) program at your college. Your responses will be kept confidential. Do you have a few minutes? It won't take long.

For CC Students: I'd like to ask you a few questions about your experiences as a student at ----------- (Harbor, Glendale, SMC, or West). Your responses will be kept confidential. Do you have a few minutes? It won't take long.

For UCLA students: I'd like to ask you a few questions about your experiences in the community college you attended before transferring to UCLA. Your responses will be kept confidential. Do you have a few minutes? It won't take long.

If respondent asks for more information (how did you get my name, etc.), provide factual information as needed, consulting the materials you were given and the notes you made during your training.

If respondent says this is not a convenient time:

Can you tell me the best time to call back?

Thank you.

Make a note of the time suggested for a return call.

If respondent agrees to spend a few moments. proceed with questionnaire.

Interview Schedules

Key Informants

Faculty

Transfer Aspirants

Transfer Students

ADMINISTRATORS' INTERVIEW QUESTIONS

At each participating college the TAP has a proposed formal structure of an administrative, faculty, and student services team.

1. How does this team work together at your college [in coordinating student and faculty activities, in planning, and in evaluating of the program]?

   What is the administrator's role?

   What are some of the effects of having a faculty director?

The TAP was designed to improve the transfer student's academic preparation and to enhance curriculum planning and transfer articulation.

2. What have been the net effects (gains and losses) of the TAP on your college in regards to:

   attracting new students

   its profile within local feeder high schools

   faculty enrichment or development

   curriculum development and articulation

   allocation of resources [costs/ facilities/staff]

Honors-type programs in community colleges often stimulate the debate about the role of the community college. The concerns about such programs center on the college concentrating too much effort on elite students who transfer to universities rather than students who may transfer to state colleges or may never transfer but are in need of further education.

3. Is an honor's program of benefit to your college and why?

   What types of students at your college are attracted to TAP and why?

   Is your college collecting data on potentially eligible students?

   To what extent does the TAP serve to meet the needs of black and Hispanic students?

The TAP attempts to establish the perception of the community college as a transfer institution through inter-institutional linkages between UCLA and the feeder college.

4. To what extent has there been a change in the college's image since the TAP has been implemented?

   What would you change about the design of the TAP to fit the needs of your college?

   What would you recommend that UCLA change (regarding transfer issues) to fit your college's needs?

FACULTY DIRECTORS' INTERVIEW QUESTIONS

The TAP faculty director coordinates the college program and acts as a liaison with UCLA. Also, the faculty director is part of team, including an administrator, a counselor, and a student representative. The team acts as the foundation for the program.

1. Is your role clearly defined for you, for the faculty, for the administration?

   In what ways are you supported by the faculty? by the administration?

   How does your team work [in coordinating student and faculty activities, in planning, and in evaluating the program]?

In part, the TAP is designed to strengthen the transfer function and the role of the faculty in transfer. To achieve these ends, TAP goals are aimed at improving student academic preparation and developing university-community college faculty links to enhance curricular planning and transfer articulation.

2. To what extent has the TAP affected the attitudes of administrators, faculty, and counselors about the transfer function at your college?

   In what ways do you feel the transfer curriculum has changed as a result of TAP implementation? [academic rigor based on testing, course objectives - requiring more analysis and synthesis, coordination of transfer curriculum, other demands].

   How has teaching TAP courses influenced instructors in the way they teach [encourages more discussion, group activities, utilization of learning resources]?

   What have TAP faculty gained from an association with UCLA [greater sense of professionalism, staff development]?

   How are faculty recruited for teaching in the TAP?

As documented by researchers in higher education, the greater the social and academic integration of students the more likely students are to persist and achieve academically.

3. To what extent has the TAP affected the attitudes of students about the transfer function at your college?

   How has the TAP changed the interactive climate between students and college staff [administrators, faculty, and counselors]?

   How do TAP students feel about their social integration into the college environment?

   How do students feel their learning abilities have been enhanced by the TAP and why?

   Has the TAP increased the number of students transferring to Cal States and universities?

Honors-type programs in community colleges often stimulate the debate about the role of the community college. The concerns about such programs center on the college concentrating too much effort on elite students who transfer to universities rather than students who may transfer to state colleges or may never transfer but are in need of further education.

4. Is an honor's program of benefit to your college and why?

What types of students at your college are attracted to TAP and why [abilities v. racial issues]?

How are students recruited for the TAP [passive and actively]?

Is your college collecting data on potentially eligible students?

To what extent does the TAP serve to meet the needs of black and Hispanic students [racial issues]?

How are preparatory courses linked to the TAP to establish continuity for students not immediately eligible to be in the TAP?

The TAP attempts to establish the perception of the community college as a transfer institution through inter-institutional linkages between UCLA and the feeder college.

5. To what extent has there been a change in the college's image since the TAP has been implemented?

How is the TAP connected to the rest of the transfer function on your campus?

What would you change about the design of the TAP to fit the needs of your college?

What would you recommend that UCLA change (regarding transfer issues) to fit your college's needs?

COUNSELORS' INTERVIEW QUESTIONS

The TAP counselor acts as a liaison with UCLA. Also, the TAP counselor is part of team, including an administrator, a faculty director, and a student representative. The team acts as the foundation for the program.

1. Is your role clearly defined for you, for other counselors, for the administration?

   In what ways are you supported by the by the administration?

   How does your team work [in coordinating student and faculty activities, in planning, and in evaluating the program] ?

In part, the TAP is designed to strengthen the transfer function at the community college. To achieve this end, TAP goals are aimed at improving student academic preparation and developing university-community college faculty and counselor links to enhance curricular planning and transfer articulation.

2. To what extent has the TAP affected the attitudes of administrators, faculty and counselors about the transfer function at your college?

   In what ways do you feel the TAP has improved articulation of transfer courses?

   What have counselors gained from an association with UCLA [greater sense of professionalism, staff development]?

   How has the TAP affected counselors in the way they counsel students about transferring?

As documented by researchers in higher education, the greater the social and academic integration of students the more likely students are to persist and achieve academically.

3. To what extent has the TAP affected the attitudes of students about the transfer function at your college?

   How has the TAP changed the interactive climate between students and college staff [administrators, faculty, and counselors]?

   How do TAP students feel about their social integration into the college environment?

   How do students feel their learning abilities have been enhanced by the TAP and why?

   Has the TAP increased the number of students transferring to Cal States and universities?

Honors-type programs in community colleges often stimulate the debate about the role of the community college. The concerns about such programs center on the college concentrating too much effort on elite students who transfer to universities rather than students who may transfer to state colleges or may never transfer but are in need of further education.

4 Is an honor's program of benefit to your college and why?

What types of students at your college are attracted to TAP and why [abilities v. racial issues]?

How are students recruited for the TAP [passive and actively]? Collecting data on potentially eligible students?

To what extent does the TAP serve to meet the needs of underrepresented minority students [racial issues]?

Are preparatory courses properly linked to the TAP to establish continuity for students not immediately eligible to be in the TAP?

The TAP attempts to establish the perception of the community college as a transfer institution through inter-institutional linkages between UCLA and the feeder college.

5. To what extent has there been a change in the college's image since the TAP has been implemented?

How is the TAP connected to the rest of the transfer function on your campus?

What would you change about the design of the TAP to fit the needs of your college?

What would you recommend that UCLA change (regarding transfer issues) to fit your college's needs?

FACULTY INTERVIEW QUESTIONS

1. To what extent has the classroom changed as a result of implementing the --------- program (Harbor - honors and Glendale, SMC, and West - scholars) at your college? relative to:

content

course delivery

testing

teaching style

2. How are students in the -----------program different from students not associated with the program? relative to:

the way they think about issues and problems

express themselves in writing and orally

express and pursue their goals

their level of confidence

class preparation and attendance

3. To what extent are you involved in mentoring your students?

4. Should special admission criteria for the honors program be developed for underrepresented minority students?

5. Would black and Hispanic students be better off in an honors program?

6. Has the --------- program been beneficial relative to:

how your college is perceived by the community

how faculty perceive transfer

FOR TAP FACULTY ONLY

7. Is there a greater interaction between you and the honor's students than with nonhonor's students? Why or why not?

Faculty Demographics:Circle one in each category
Status Honors Nonhonors
Sex M F
Ethnicity Native American Black Hispanic White Asian
Other specify

COMMUNITY COLLEGE STUDENT INTERVIEW QUESTIONS

1. How have the courses you have taken at this college been challenging?

the way you think about issues and problems

the way you express yourself orally and in writing

2. To what extent have you received encouragement from either faculty or counselors to:

become involved with campus committees

to participate in campus sponsored events

to pursue intellectual interests beyond class studies

to gain a better understanding of yourself (e.g. motivations, emotions, etc.)

3. What motivates you to pursue intellectual interests outside of the classroom?

4. What university will you transfer to after completing your studies here?

Why?

Who encouraged you?

5. To what extent has your experience at the community college changed your:

attitudes about learning since high school

achievement level since high school

FOR TAP STUDENTS ONLY

6. What was the primary reason for becoming involved with the honor's program?

person who encouraged you

your own personal reason

7. Was there a difference in the way honors courses v. nonhonors courses were taught? How so?

Student Demographics: Circle one in each category.
Status: honors nonhonors
Year Graduated from high school -----------
Sex: male female
Age: 18-24 25 or older
Ethnicity: Native American Black Hispanic White
Asian Other specify

TRANSFER STUDENT INTERVIEW QUESTIONS

1. How did the courses you took at your community college prepare you for coursework at UCLA relative to:

writing

reading

research/library skills

2. To what extent do you feel that your experiences at the community college gave you confidence to deal with situations at UCLA relative to:

communicating with professors and teaching assistants

dealing with diverse opinions

studying and managing your time

becoming involved with campus committees

3. Pertaining to your preparation to transfer to UCLA (or other university), what were the most and least effective aspects of your community college experience?

4. Why did you choose to transfer to UCLA?

FOR TAP STUDENTS ONLY

5. Why did you become involved with the community college honor's program ?

6. Was there a difference in the way honors v. nonhonors courses were taught at the community college you attended? How so?

Student Demographics: Circle one in each category.
Status: honors nonhonors
Year Graduated from high school -----------
Sex: male female
Age: 18-24 25 or older
Ethnicity: Native American Black Hispanic White
Asian Other specify

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JUL 19 1991